



ACIP

Prattville Primary School

Autauga County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Prattville Primary School and the city of Prattville's rich history span the life and accomplishments of its founder Daniel Pratt, the great industrialist. Prattville features the Daniel Pratt Historic District, listed in the National Register of Historic Places, where some of the sites date back to the Civil War era. Prattville is the seat of government in Autauga County, founded in 1818, thus making it "a county older than the state." Also called the "Fountain City" (named for the abundance of artesian wells that once flowed through our town) Prattville boasts a wide variety of natural and recreational attractions, including golfing, canoeing, hiking, fishing and other means of entertainment. Prattville's cultural and retail attractions, numerous antique and specialty stores, and excellent dining establishments are sure to please almost any taste.

The first school in Prattville was built and furnished by Daniel Pratt. A new elementary school was constructed in 1927 on the same site and named Prattville Grammar School, housing grades one through six. This original building is still a part of the Prattville Primary School. Additions were added in 1949, 1961, 1991 and 2001. At the present time, the school houses grades one and two.

There are presently 32 certified teachers in first and second grade homerooms, as well as certified staff for music, Rtl, technology, physical education, library/media, guidance, and special education. There is also a principal, assistant principal, and school nurse. The support staff consists of two special education aides, a media aide, a bookkeeper, two janitors, and a secretary.

Prattville Primary School serves a population of about 614 students; 303 first graders and 311 second graders. The school is comprised of 66% white students, 26% black students, and 8% other students, which includes Asian, multi-race, Island Hispanic, Pacific Islander, and American Indian. 50% percent of students are eligible for free or reduced meals. Currently there are 5 English Learners at Prattville Primary.

The organizational pattern used at Prattville Primary is self-contained classrooms incorporating an integrated approach to learning while assuring adequate instruction in all content areas. Services are provided for students that are identified within the 13 categories of special education. Students with speech and language disorders receive services on a scheduled basis. Children

receive physical education instruction daily, music, library, technology, and guidance classes are scheduled weekly. The library has daily flex time for students to check out books. The Counselor provides large group, small group, and individual counseling activities and services.

The greatest asset of Prattville Primary School is faculty and staff. 100% of teachers are

Highly Qualified. Teachers utilize the Autauga County Elementary Programs Guide to implement the Alabama Course of Study for Language Arts; there is also a pacing guide for the math program, envision Math, to ensure all standards are taught. Besides covering the Alabama Course of Study/Common Core Standards, teachers also teach to IEP goals and accommodations; incorporate progress monitoring, benchmark assessments, Response to Instruction, Positive Behavior Support, Accelerated Reader, and Mastering Math Facts into the school day. There is a protected intervention time scheduled daily for reading and math. Teachers make a supreme effort to meet each child's need and make learning fun. There is also a strong Association of Parents and Teachers at Prattville Primary School. Members come in monthly to provide teachers with duty free lunch, oversee fundraisers, and assist with parental involvement events, and volunteer their time as needed during the school day.

Autauga County has one of the lowest per pupil allocations in the state; teachers continue to do more with less. In the last six years, Prattville Primary School has initiated a push for technology. All classrooms have an LCD projector, a laptop computer, a document camera, three iPads, an Ebeam, and a 55' TV with Apple access. All classrooms have at least three desktops with internet access for student use, as well as, a technology lab with 21 new desktops for scheduled class times.

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.

Autauga County Schools have a shared mission to provide excellent educational experiences for all students to be successful in life. Our Core values include: Safety, Collaboration, Accountability, Academic Excellence, Resourcefulness, Innovation, Shared Leadership, and Integrity. Our county vision is Learning Today...Leading Tomorrow. Because each student is unique and has different learning styles, Prattville Primary

School tries to ensure high-quality core, intervention, and special service programs are provided throughout the instructional day. Through Response to Instruction, students are prescribed the use of research-based interventions, providing appropriate learning experiences. Student data and school-wide needs assessment results are reviewed and used to determine professional development needs. Professional development is on-going and individualized so that all teachers and staff are trained to provide effective instruction strategies. In addition, Prattville Primary School has a Positive Behavior Supports Plan to encourage students to make good choices and take responsibility for their behavior and choices. The expectations communicated to students and all stakeholders through our PAWS motto, P-Pride, A-Attitude, W-Wise Choices, S-Safety. In the event positive behaviors are not being demonstrated by individual students, a wide variety of behavioral strategies are utilized to work toward improvement. One of the ways we encourage schoolwide positive behavior is through "Positive Office Referrals." When a student exhibits one of the seven habits, he or she will be showcased on social media and a phone call from administration will be made to the parents regarding their child's positive office referral.

The belief that all students deserve equal access to a quality education is evidenced through multiple programs and practices offered at Prattville Primary School. In addition to Response to Instruction and Positive Behavior Support, we strive to meet the needs of each, individual student. Lesson plans are reflective of differentiated instruction, including intervention and curriculum compacting. Other programs include English Learners, counseling in large group and individual needs. All students have weekly opportunities to participate in music, library, counseling, and technology activities that enhance the curriculum.

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 Primary School is committed to providing a high quality education and high student achievement. PPS is a feeder school to Prattville Elementary school, we have worked collaboratively to review student data and help adjust instruction to meet identified needs. This is evidenced by adjustment to curriculum, as well as, an increase in providing more rigorous instruction in academic vocabulary, writing skills, and numeracy. Assessments have been developed and used to assess these areas of focus in order to help raise achievement as reflected on Performance Series (Scantron) results. Over the past three years writing has been identified as been an area of deficit. Schools have worked diligently to

increase awareness and training in this area. Currently, this has shown to be an area of improvement. Increased student achievement will continue to be the primary focus as we analyze student data, reflect upon curriculum alignment, and student's needs, conduct instructional walk-throughs, and provide opportunities for grade-level and cross grade level collaboration. Prattville Primary School has also been awarded multiple grants to enhance the outdoor classroom, classroom STEM projects, alternative seating for the classrooms, Accelerated Reader, technology and ways to promote literacy. The outdoor classroom includes a stage area for large group instruction, raised beds for plants and herbs, tables for group work, and an aquatic study area, a butterfly garden, bird feeders, and a weather station. The outdoor classroom is an on-going project with boundless opportunities.

Prattville Primary was given \$20,000 from the ETF (Education Trust Fund) to spend on technology. Prattville Primary was able to purchase 20 desktop computers and monitors. In addition to the 20 desktop computers and monitors, 10 chrome books were purchased and teachers found them to be very efficient and want to learn more about them.

Prattville Primary has been the recipient of several grants. The following are grants that we have received over the past year: Internal Paper (\$7,364.00), Autauga Foundation (\$1,000), Dollar General (\$4,000), Dollar General Youth Literacy (\$2,000), Blue Cross Blue Shield "Be a Healthy School Grant" (\$6,100.00), Autauga County Teachers (\$327.50), and Prattville Autauga Coalition (\$335.00).

With Title funding, Prattville Primary School has become a Leader in Me school. Leader in Me teaches 21st Century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Leader in Me not only encompasses the teachers but every member of our faculty. Training on the seven habits has been provided to our faculty and now our students will learn about them. The seven habits are: Be Proactive, Begin With The End In Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then To Be Understood, Synergize, and Sharpen The Saw.

Additional Information

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

n/a

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.

At the beginning of the 2018-2019 school year, administration asked leadership members to report back to their grade level/special area and identify representatives to serve on the technology team, safety team, PBIS team, Lighthouse team, courtesy team, and spirit team. The teams meet regularly to discuss issues, concerns and improvements. The members come to each meeting after collaborating with their teacher peers and then distribute information back to their LC's (Learning Communities).

PPS has a well established APT (Association of Parents and Teachers). Our APT is composed of two co-presidents who meet regularly with our administration and hold monthly meetings, during the day and at night to focus on the needs of our students/faculty.

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

The School Leadership Team consists of the following members:

Holly McNider-Principal
Joseph Cochran- Assistant Principal
Lynetta Bolden- Teacher
Amanda Boren-Teacher
Kayla Dake- Teacher
Gwen Warren- Guidance Counselor
Susan Shoupe- Teacher
Melanie Stephenson- Teacher
Ashly Moon- Teacher
Rebecca Wingo- Teacher
Denise Syslo- Teacher
Nancy Russell- Teacher

The Leadership Team members are responsible for "relaying" the information they learned to their LC (Learning Community) members.

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 was developed through the use of survey results and collaboration. Planning sessions were held to develop the plan. The plan will be communicated to the faculty and staff once the plan is approved. When the plan has been submitted, a hard copy will be available to all stakeholders at the school and will be accessible electronically.

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		

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

Using the DIBELS Next data, the students showed growth in NWF with CLS increasing by 9% to 50 % at or above benchmark. The students also showed the biggest gain in NWF with 51% of our students scoring at or above benchmark with the WWR portion of the assessment. This is a 13% gain on this portion of the assessment from the 2017-2018 school year.

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

An area that shows a positive trend in performance is NWF with CLS and WWR. The percentage of students that are able to identify sounds accurately increased from 41% to 50%, which is a gain of 9%. The percentage of students that are able to blend and read an entire word without having to segment sounds increased from 38% to 51% which is a 13% gain. Last year, our intensive student percentage declined from beginning benchmark assessment (54% intensive) to the final benchmark assessment (29% intensive). This is a 25% decline.

Which area(s) indicate the overall highest performance?

The area with the highest performance is reading NWF (Nonsense Word Fluency) with WWR (Whole Words Read) as seen through the DIBELS Next data. The data supports an increase in students reading automaticity when WWR was being assessed. Also, Lexia data shows that both first and second grade students increased with word level reading skills when completing specific skill levels.

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

students in the free and reduced lunch subgroup showed an improvement in both reading 69%-74% (5%) and math 63%-66% (3%).

Between which subgroups is the achievement gap closing?

The achievement gap is dependent on the specific area of instruction that is reviewed and monitored. Small improvements in reading and math have been reached through the continuous instruction of our teachers.

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

The above reported findings are consistent with findings from Performance Series and Lexia. The results are evident in the increased skill level shown through Lexia for first and second grade and Performance Series for second grade. As shown through historical data with Lexia, SY 2018-2019

30% of PPS second grade students were working below grade level with spelling at the beginning of second grade and by the end of second grade the data shows that the percentage decreased to 18%. This data also shows that 26% of our first and second graders were reading below grade level in Fall; however, this percentage also decreased to 15% by the Spring.

The above reported findings are consistent with findings from Performance Series and Lexia.

Areas in Need of Improvement

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

For first grade, 43% of students scored intensive level with Letter Naming Fluency. First grade students also scored 53 overall SIP on the Performance Series math for 2017-2018 school year. For second grade, Performance Series math was the lower performing subject. The overall grade level scored a SIP score of 70.

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

The area of a negative trend in performance for first grade was Oral Reading Fluency Accuracy for 2017-2018 school year. The amount of students that are reading at benchmark and strategic level went up, while the intensive level decreased. However, on the accuracy portion, it shows core (benchmark) student percentage dropped from 52% in the Winter to 45% in the Spring. The intensive portion of ORF Accuracy did decrease, which is a positive.

Which area(s) indicate the overall lowest performance?

Performance Series Math for both first and second grade. First grade achieved 53 SIP for Performance Series Math, while second grade achieved 70 SIP. Our school is implementing Reflex (a technology based math program) and every class will participate in Mastering Math Facts program to help increase this performance.

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

First grade free and reduced lunch students showed a decrease in Performance Series Math in the data analysis and probability portion of the assessment.

Between which subgroups is the achievement gap becoming greater?

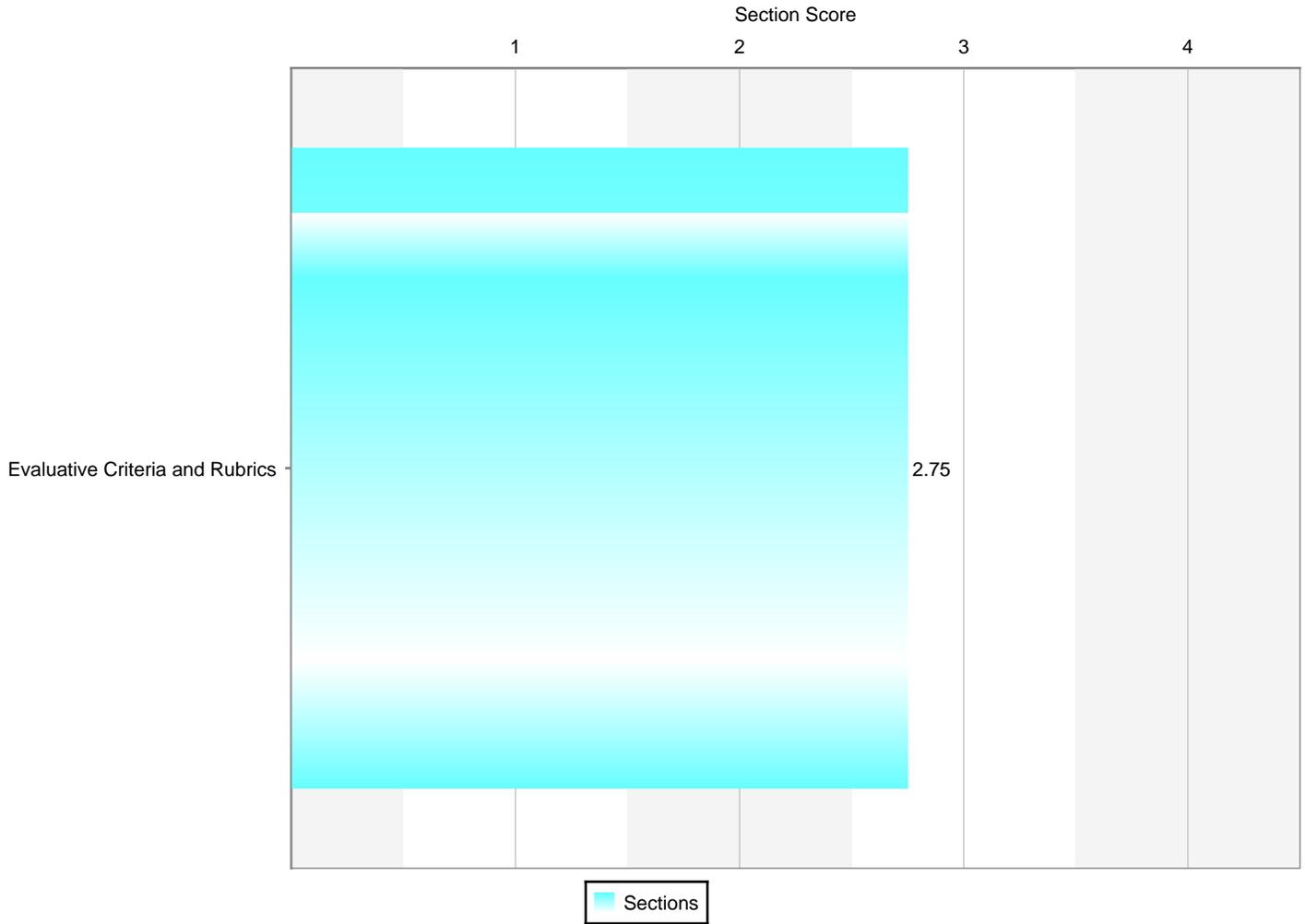
The achievement gaps remain consistent within our subgroups.

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

There is a correlation with the above reported findings between Lexia, DIBELS Next, and Performance Series.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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	The leadership team consists of: Holly McNider- Principal Joseph Cochran- Assistant Principal Gwen Warren- Guidance Counselor Lynetta Bolden- Teacher Amanda Boren- Teacher Rebecca Wingo- Teacher Denise Syslo- Teacher Ashly Moon- Teacher Susan Shoupe- Teacher Melanie Stephenson- Teacher Nancy Russell- Teacher The leadership team collaborates monthly to discuss academics, upcoming activities and any concerns/questions any stakeholder has.	

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		Assurance 2

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		Assurance 3

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		PPS Assurance 4

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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		Assurance 5

PPS 2018-19 CIP Goals

Overview

Plan Name

PPS 2018-19 CIP Goals

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	Engage and empower the Learner Through Technology	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$44000
2	Ensure that all students read with understanding and fluency.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$33200
3	Improve Math Fluency	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$3000
4	Improving School Parent Engagement and School Culture, Climate and Safety	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$53434

Goal 1: Engage and empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of sound understanding of technology concepts, systems, and operations in Career & Technical by 05/31/2019 as measured by Classroom/student observations and implementation of Courses of Study-Lesson Plans.

Strategy 1:

Digital Resources - Teacher will provide a variety of digital resources applicable for student use that help integrate the effective uses of technology concepts, systems, and operations into the curriculum. These resources iPads, Apple TV, Chrome Books, E-beams, projectors & desktops.

Category: Develop/Implement Professional Learning and Support

Activity - Monitor use of technology resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the use and integration of digital resources through daily classroom visits. Administration will be looking for student engagement with technology tools such as, but not limited to, using Lexia, Reflex math, AVL. Technology team will conduct surveys throughout the year to keep up to date with the needs of the teachers and students in order to purchase/replace outdated equipment.	Technology	08/01/2018	05/31/2019	\$30000	Title I Part A, State Funds	Administration
Activity - Technology Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class will have 40 minutes per week in the technology lab built in the master schedule. The technology teacher will consistently cover technology state standards with all students.	Academic Support Program	08/01/2018	05/31/2019	\$0	No Funding Required	Technology Instructor
Activity - Learning Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use computers, E-beams, iPads, Apple TV etc during small group instruction to reinforce all state standards. Online learning tools such as Lexia, Reflex and Accelerated Reader will be visible and consistently a resource for gathering data.	Academic Support Program	08/01/2018	05/31/2019	\$10000	Title I Part A	Teachers/Administration

Strategy 2:

Professional Development - Administration will provide professional development opportunities for teachers that include best practices for integrating the effective use of technology into the curriculum.

Category: Develop/Implement Professional Learning and Support

Activity - Local Technology PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will have opportunities to attend professional development activities provided by other schools within the district for "Tech Tuesday", PPS School Technology Instructor and/or outside sources to gain a better understanding of integrating technology into the curriculum.	Professional Learning	08/01/2018	05/31/2019	\$2000	Title I Part A	Administration
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Activity - Technology PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology committee members will have the opportunity to attend the Alabama Technology Conference to explore new technology standards and strategies. Those that attend will "turn around" the PD to PPS staff.	Professional Learning	06/03/2019	08/09/2019	\$2000	Title II Part A, State Funds	Administration Technology Committee

Goal 2: Ensure that all students read with understanding and fluency.**Measurable Objective 1:**

80% of First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Oral Reading Fluency in Reading by 05/31/2019 as measured by DIBELS Next for 1st graders and Performance Series for 2nd graders..

Strategy 1:

Reaching All Learners - Differentiated Instruction, Multi-sensory and RTI strategies will be incorporated through both whole and small group lessons in language arts for all students.

Category: Develop/Implement Learning Supports

Research Cited: SDE Dyslexia Handbook

RTI Handbook

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide continuous professional development to all teachers in the area of reaching all learners (i.e. Students showing characteristics of dyslexia, RTI Tiered Instruction, Multi-Sensory strategies and Differentiation). Teachers will observe classrooms and attend/participate in teacher-lead PD. Professional Development on rigor across the curriculum. Teachers will receive training in the area of differentiated instruction (small group instruction, best-practices, student engagement, etc.).	Professional Learning	08/03/2018	08/30/2019	\$12700	Title I Part A, Title II Part A	All Faculty

Activity - Data Meetings/Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in quarterly classroom walk throughs and data meetings. Staff will observe and "look for" types of differentiated instruction that can be brought back to their classrooms. Teams will review current data and identify trends that will guide instructional decisions. Teachers will analyze assessment data to identify weaknesses and plan instruction based on student needs.	Academic Support Program, Professional Learning	10/19/2018	05/31/2019	\$3000	Title I Part A	All certified staff

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in meaningful literacy centers with hands-on practice for skills previously taught.	Academic Support Program	08/03/2018	05/31/2019	\$10000	Title I Part A	Teachers Administration

(shared) Strategy 2:

Differentiated Instruction - All teachers will provide daily instruction based on research-based best- practices to all students; flexible grouping will be utilized to meet the needs of all students. Students will be engaged in meaningful literacy centers with hands-on practice for grade-level standards; centers will include a technology station to practice previously taught skills and standards.

Category: Develop/Implement Professional Learning and Support

Research Cited: Differentiated Instruction and Implications for UDL Implementation Effective Classroom Practices Report- This report on differentiated instruction and UDL begins with an introduction to differentiated instruction in which we provide the definition, a sampling of considerations and curriculum applications, and research evidence for effectiveness. The second part of the paper, the discussion moves to UDL applications of differentiated instruction

The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition- In this book, the author offers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how teachers can divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests.

3. Differentiated Instruction: Adjusting to the Needs of All Learners- This article defines differentiated instruction; describes ways in which teachers can differentiate content, process, and product; suggests instructional strategies; and outlines challenges in implementing differentiated instruction.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use systematic, research-based strategies to re-teach previously taught reading/language arts skills using small group, literacy centers, and Lexia small group lessons. Data will be analyzed to determine growths, achievement and gaps. Needed resources will be provided based off of a needs assessment.	Academic Support Program, Behavioral Support Program, Professional Learning	08/03/2018	05/31/2019	\$4000	Title I Part A	All Faculty

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will work with students that are not demonstrating mastery of set standards during their RtI allotted time, Math enrichment. The guidance counselor will also work with behavior Tier 2 and 3 in small group/individual counseling. The problem solving team will meet every 6 weeks to review current RTI plans. Adjustments or additions will be made based on student needs and supporting data. Needed resources will be provided.	Academic Support Program, Behavioral Support Program, Professional Learning	10/05/2018	05/31/2019	\$3500	Title I Part A	Intervention Teacher Guidance Counselor Grade level teacher representation Administration

Measurable Objective 2:

100% of English Learners students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/31/2019 as measured by the benchmark assessment.

(shared) Strategy 1:

Differentiated Instruction - All teachers will provide daily instruction based on research-based best- practices to all students; flexible grouping will be utilized to meet the needs of all students. Students will be engaged in meaningful literacy centers with hands-on practice for grade-level standards; centers will include a technology station to practice previously taught skills and standards.

Category: Develop/Implement Professional Learning and Support

Research Cited: Differentiated Instruction and Implications for UDL Implementation Effective Classroom Practices Report- This report on differentiated instruction and UDL begins with an introduction to differentiated instruction in which we provide the definition, a sampling of considerations and curriculum applications, and research evidence for effectiveness. The second part of the paper, the discussion moves to UDL applications of differentiated instruction

The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition- In this book, the author offers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how teachers can divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests.

3. Differentiated Instruction: Adjusting to the Needs of All Learners- This article defines differentiated instruction; describes ways in which teachers can differentiate content, process, and product; suggests instructional strategies; and outlines challenges in implementing differentiated instruction.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use systematic, research-based strategies to re-teach previously taught reading/language arts skills using small group, literacy centers, and Lexia small group lessons. Data will be analyzed to determine growths, achievement and gaps. Needed resources will be provided based off of a needs assessment.	Academic Support Program, Behavioral Support Program, Professional Learning	08/03/2018	05/31/2019	\$4000	Title I Part A	All Faculty

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will work with students that are not demonstrating mastery of set standards during their RtI allotted time, Math enrichment. The guidance counselor will also work with behavior Tier 2 and 3 in small group/individual counseling. The problem solving team will meet every 6 weeks to review current RTI plans. Adjustments or additions will be made based on student needs and supporting data. Needed resources will be provided.	Academic Support Program, Behavioral Support Program, Professional Learning	10/05/2018	05/31/2019	\$3500	Title I Part A	Intervention Teacher Guidance Counselor Grade level teacher representation Administration

Goal 3: Improve Math Fluency

Measurable Objective 1:

80% of First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency math fact fluency in Mathematics by 05/31/2019 as measured by Reflex Math.

Strategy 1:

Differentiated Instruction - Teachers will provide differentiated instruction for math standards incorporating a variety of instruction, grouping, scaffolding, and assessment strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 1. Differentiated Instruction and Implications for UDL Implementation Effective Classroom Practices Report- This report on differentiated instruction and UDL begins with an introduction to differentiated instruction in which we provide the definition, a sampling of considerations and curriculum applications, and research evidence for effectiveness. The second part of the paper, the discussion moves to UDL applications of differentiated instruction 2. The Differentiated Classroom:

Responding to the Needs of All Learners, 2nd Edition- In this book, the author offers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how teachers can divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests. 3. Differentiated Instruction: Adjusting to the Needs of All Learners- This article defines differentiated instruction; describes ways in which teachers can differentiate content, process, and product; suggests instructional strategies; and outlines challenges in implementing differentiated instruction.

Activity - Fluency Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Reflex Math in classrooms, in the technology lab and parents can support students at home. Reflex math is to increase mathematical fluency of basic facts. Reflex is a web based program that requires adequate iPads, desktops and wireless connection to implement.	Academic Support Program	08/10/2018	05/24/2019	\$0	No Funding Required	All Faculty

Activity - Engaging Math Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily opportunities for hands-on manipulatives and activities for modeling and reinforcement of number and operations standards. Needed math resources will be provided for teachers and/or students.	Academic Support Program, Professional Learning	08/03/2018	05/31/2019	\$2000	Title I Part A	All Faculty

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to teachers on how to unpack and fully implement the CCRS with engaging lessons, how to use STEM to teach the math standards and analyze data to determine if students "get it" or not. During quarterly data meetings teachers will review Reflex math data and evaluate student progress/celebrate student success.	Professional Learning	08/03/2018	05/31/2019	\$1000	Title II Part A	All Faculty Administration

Goal 4: Improving School Parent Engagement and School Culture, Climate and Safety

Measurable Objective 1:

collaborate to improve parent and family engagement and improve student achievement. Implement safety measures and other programs that will improve school climate and culture. by 05/24/2019 as measured by more rigorous parent involvement opportunities and increased participation. Also measured through survey results and data review..

Strategy 1:

Stakeholder Opportunities - PPS will provide more opportunities for parents to learn skills to help students. Parents will have increased opportunities to be at the school.

Category: Develop/Implement Student and School Culture Program

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

Historical research on benefits of increasing family engagement.

Activity - APT Meetings/Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide combination APT Meetings with enrichment programs and student performance opportunities to increase participation. Meeting will occur monthly, alternating day and evening to provide more opportunities for parents to attend and become involved.	Parent Involvement	08/10/2018	05/24/2019	\$2434	Title I Part A	Entire School Faculty/Staff School Staff will plan and implement the programs APT executive officers

Activity - Parent Involvement Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for family engagement during the school day and in the evenings. Some examples would be grandparents week, parent report day, open house, tech time events, curriculum night, music performances, literacy night, Lanark trip. During these events parents will be encouraged to use resources provided in our parent resource center to support learning at home. There will also be a focus on improving communication between school and home.	Parent Involvement	08/03/2018	05/24/2019	\$6000	Title I Part A	All PPS Faculty/Staff

Strategy 2:

Increased School Culture - Improve school culture through planned and strategic interaction among faculty, parents and students. Implementation of the Leader In Me school transformation process.

Category: Develop/Implement Student and School Culture Program

Research Cited: Awaken the Learner by Darrell Scott & Robert J. Marzano

www.leaderinme.org

Activity - School Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An online sign in system will be installed in our front office. This will ensure anyone who enters our building is authorized to be on campus. In addition, directional signage will be placed throughout the campus to provide assistance on location.	Community Engagement, Recruitment and Retention, Parent Involvement, Policy and Process, Technology, Professional Learning, Other - Safety	10/26/2018	05/24/2019	\$8000	Title I Part A	Administration Lighthouse Team
Activity - Leader In Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PPS will become a Leader in Me school. During year one the school will begin this school transformation process. We will strive to implement the program with fidelity while involving all stakeholders. Professional development opportunities will also be provided for all staff. Any needed materials or curriculum will be identified by the Lighthouse Team and provided.	Academic Support Program, Behavioral Support Program	08/03/2018	07/31/2019	\$32000	Title I Part A	All faculty and staff
Activity - Positive Behavior Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Houses" will be established. All staff and students will be placed in houses. Each house will work together to accomplish goals and demonstrate "the leaderin me life." Points will be earned and when goals are met the houses will celebrate together. In addition teachers will also recognize students with positive behavior referrals when they observe students demonstrating one of the 7 habits (Leader In Me).	Behavioral Support Program	10/01/2018	05/31/2019	\$5000	Title I Part A	Administration PBIS committee All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Lab	Each class will have 40 minutes per week in the technology lab built in the master schedule. The technology teacher will consistently cover technology state standards with all students.	Academic Support Program	08/01/2018	05/31/2019	\$0	Technology Instructor
Fluency Supports	Teachers will implement Reflex Math in classrooms, in the technology lab and parents can support students at home. Reflex math is to increase mathematical fluency of basic facts. Reflex is a web based program that requires adequate iPads, desktops and wireless connection to implement.	Academic Support Program	08/10/2018	05/24/2019	\$0	All Faculty
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development will be provided to teachers on how to unpack and fully implement the CCRS with engaging lessons, how to use STEM to teach the math standards and analyze data to determine if students "get it" or not. During quarterly data meetings teachers will review Reflex math data and evaluate student progress/celebrate student success.	Professional Learning	08/03/2018	05/31/2019	\$1000	All Faculty Administration
Technology PD	Technology committee members will have the opportunity to attend the Alabama Technology Conference to explore new technology standards and strategies. Those that attend will "turn around" the PD to PPS staff.	Professional Learning	06/03/2019	08/09/2019	\$1000	Administration Technology Committee
Professional Development	Provide continuous professional development to all teachers in the area of reaching all learners (i.e Students showing characteristics of dyslexia, RTI Tiered Instruction, Multi-Sensory strategies and Differentiation). Teachers will observe classrooms and attend/participate in teacher-lead PD. Professional Development on rigor across the curriculum. Teachers will receive training in the area of differentiated instruction (small group instruction, best-practices, student engagement, etc.).	Professional Learning	08/03/2018	08/30/2019	\$2700	All Faculty

Total

\$4700

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor use of technology resources	Administration will monitor the use and integration of digital resources through daily classroom visits. Administration will be looking for student engagement with technology tools such as, but not limited to, using Lexia, Reflex math, AVL. Technology team will conduct surveys throughout the year to keep up to date with the needs of the teachers and students in order to purchase/replace outdated equipment.	Technology	08/01/2018	05/31/2019	\$10000	Administration
Technology PD	Technology committee members will have the opportunity to attend the Alabama Technology Conference to explore new technology standards and strategies. Those that attend will "turn around" the PD to PPS staff.	Professional Learning	06/03/2019	08/09/2019	\$1000	Administration Technology Committee
Total					\$11000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Support	"Houses" will be established. All staff and students will be placed in houses. Each house will work together to accomplish goals and demonstrate "the leader in me life." Points will be earned and when goals are met the houses will celebrate together. In addition teachers will also recognize students with positive behavior referrals when they observe students demonstrating one of the 7 habits (Leader In Me).	Behavioral Support Program	10/01/2018	05/31/2019	\$5000	Administration PBIS committee All staff
Local Technology PD	Teachers will have opportunities to attend professional development activities provided by other schools within the district for "Tech Tuesday", PPS School Technology Instructor and/or outside sources to gain a better understanding of integrating technology into the curriculum.	Professional Learning	08/01/2018	05/31/2019	\$2000	Administration
Response to Intervention	The teachers will work with students that are not demonstrating mastery of set standards during their RtI allotted time, Math enrichment. The guidance counselor will also work with behavior Tier 2 and 3 in small group/individual counseling. The problem solving team will meet every 6 weeks to review current RTI plans. Adjustments or additions will be made based on student needs and supporting data. Needed resources will be provided.	Academic Support Program, Behavioral Support Program, Professional Learning	10/05/2018	05/31/2019	\$3500	Intervention Teacher Guidance Counselor Grade level teacher representation Administration

ACIP

Prattville Primary School

Data Meetings/Walk Throughs	Teachers will participate in quarterly classroom walk throughs and data meetings. Staff will observe and "look for" types of differentiated instruction that can be brought back to their classrooms. Teams will review current data and identify trends that will guide instructional decisions. Teachers will analyze assessment data to identify weaknesses and plan instruction based on student needs.	Academic Support Program, Professional Learning	10/19/2018	05/31/2019	\$3000	All certified staff
Professional Development	Provide continuous professional development to all teachers in the area of reaching all learners (i.e. Students showing characteristics of dyslexia, RTI Tiered Instruction, Multi-Sensory strategies and Differentiation). Teachers will observe classrooms and attend/participate in teacher-lead PD. Professional Development on rigor across the curriculum. Teachers will receive training in the area of differentiated instruction (small group instruction, best-practices, student engagement, etc.).	Professional Learning	08/03/2018	08/30/2019	\$10000	All Faculty
Small Group Instruction	Teachers will use systematic, research-based strategies to re-teach previously taught reading/language arts skills using small group, literacy centers, and Lexia small group lessons. Data will be analyzed to determine growths, achievement and gaps. Needed resources will be provided based off of a needs assessment.	Academic Support Program, Behavioral Support Program, Professional Learning	08/03/2018	05/31/2019	\$4000	All Faculty
Monitor use of technology resources	Administration will monitor the use and integration of digital resources through daily classroom visits. Administration will be looking for student engagement with technology tools such as, but not limited to, using Lexia, Reflex math, AVL. Technology team will conduct surveys throughout the year to keep up to date with the needs of the teachers and students in order to purchase/replace outdated equipment.	Technology	08/01/2018	05/31/2019	\$20000	Administration
School Safety	An online sign in system will be installed in our front office. This will ensure anyone who enters our building is authorized to be on campus. In addition, directional signage will be placed throughout the campus to provide assistance on location.	Community Engagement, Recruitment and Retention, Parent Involvement, Policy and Process, Technology, Professional Learning, Other - Safety	10/26/2018	05/24/2019	\$8000	Administration Lighthouse Team

ACIP

Prattville Primary School

APT Meetings/Programs	Provide combination APT Meetings with enrichment programs and student performance opportunities to increase participation. Meeting will occur monthly, alternating day and evening to provide more opportunities for parents to attend and become involved.	Parent Involvement	08/10/2018	05/24/2019	\$2434	Entire School Faculty/Staff School Staff will plan and implement the programs APT executive officers
Engaging Math Lessons	Teachers will provide daily opportunities for hands-on manipulatives and activities for modeling and reinforcement of number and operations standards. Needed math resources will be provided for teachers and/or students.	Academic Support Program, Professional Learning	08/03/2018	05/31/2019	\$2000	All Faculty
Parent Involvement Events	Provide opportunities for family engagement during the school day and in the evenings. Some examples would be grandparents week, parent report day, open house, tech time events, curriculum night, music performances, literacy night, Lanark trip. During these events parents will be encouraged to use resources provided in our parent resource center to support learning at home. There will also be a focus on improving communication between school and home.	Parent Involvement	08/03/2018	05/24/2019	\$6000	All PPS Faculty/Staff
Literacy Centers	Students will be engaged in meaningful literacy centers with hands-on practice for skills previously taught.	Academic Support Program	08/03/2018	05/31/2019	\$10000	Teachers Administration
Learning Centers	Students will use computers, E-beams, iPads, Apple TV etc during small group instruction to reinforce all state standards. Online learning tools such as Lexia, Reflex and Accelerated Reader will be visible and consistently a resource for gathering data.	Academic Support Program	08/01/2018	05/31/2019	\$10000	Teachers/Ad ministration
Leader In Me	PPS will become a Leader in Me school. During year one the school will begin this school transformation process. We will strive to implement the program with fidelity while involving all stakeholders. Professional development opportunities will also be provided for all staff. Any needed materials or curriculum will be identified by the Lighthouse Team and provided.	Academic Support Program, Behavioral Support Program	08/03/2018	07/31/2019	\$32000	All faculty and staff
Total					\$117934	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Parent Survey	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

The areas that indicated an overall high level of satisfaction or approval are:

1. Do you feel welcome in your child's school? 94.74% of the stakeholders felt welcomed in their child's school.
2. Does your school encourage you to be involved? 93.10% of the stakeholders felt that the school encourages them to be involved.
3. Do you know what your child should know and be able to do in reading and/or math for the grade he/she is in? 89.47% of the stakeholders felt informed about their child's academic expectations.
4. Do you know how to reach your child's classroom teacher if you need to discuss your child? 98.25% of the stakeholders felt they knew how to reach their child's teacher to discuss any concerns.

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

Based on the teacher survey taken from last school year and the beginning of the school year, a trend toward increasing satisfaction or approval are:

1. The atmosphere is warm and inviting
2. Leadership keeps stakeholders informed
3. Teachers working together to meet the needs of the students

Based on the parent survey taken from the end of the 2016/2017 and 2017/2018 school year, a trend toward increasing satisfaction or approval were:

1. Do you feel welcome in your child's school? 2016/2017- 94.73%, 2017/2018- 94.74%
2. Does your school encourage you to be involved? 2016/2017- 90.38%, 2017/2018- 93.10%
3. Do you know what your child should know and be able to do in reading and/or math for the grade he/she is in? 2016/2017- 75%, 2017/2018- 89.47%

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

Based on other stakeholder feedback sources such as faculty meetings and Leadership team meetings, the following are consistent with the staff survey:

1. The atmosphere is warm and inviting
2. Leadership keeps stakeholders informed
3. Teachers working together to meet the needs of the students

Based on the parent survey taken from the end of the 2016/2017 and 2017/2018 school year, a trend toward increasing satisfaction or approval were:

1. Do you feel welcome in your child's school?
2. Does your school encourage you to be involved?
3. Do you know what your child should know and be able to do in reading and/or math for the grade he/she is in?

Areas in Need of Improvement

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

The following areas indicate the overall lowest level of satisfaction based on the staff surveys:

1. The upkeep of the buildings
2. Additional Support for academics

Based on parent survey conducted, the overall lowest levels of satisfaction or approval were:

1. Do you know your school's academic goals and how to be involved (Yes-68.42%)?
2. Do you know what it means to be a Title I school and what your rights are (Yes- 46.55%)?
3. Do you know how to be involved in school planning/review committees (Yes-49.12%)?

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

The following areas show a trend toward decreasing stakeholder satisfaction or approval:

1. The upkeep of the buildings
2. Additional Support for academics

Based on parent survey conducted from the 2016/2017 and the 2017/2018 school year, the following showed a trend toward decreasing stakeholder satisfaction or approval:

1. Do you know your school's academic goals and how to be involved (2016/2017 Yes-75%%) (2017/2018 Yes- 68.42%)?
2. Do you know what it means to be a Title I school and what your rights are (2016/2017 Yes- 63.46%%) (2017/2018 Yes- 46.55%)?
3. Do you know how to be involved in school planning/review committees (2016/2017 Yes-53.85%) (2017/2018 Yes- 49.12%)?

What are the implications for these stakeholder perceptions?

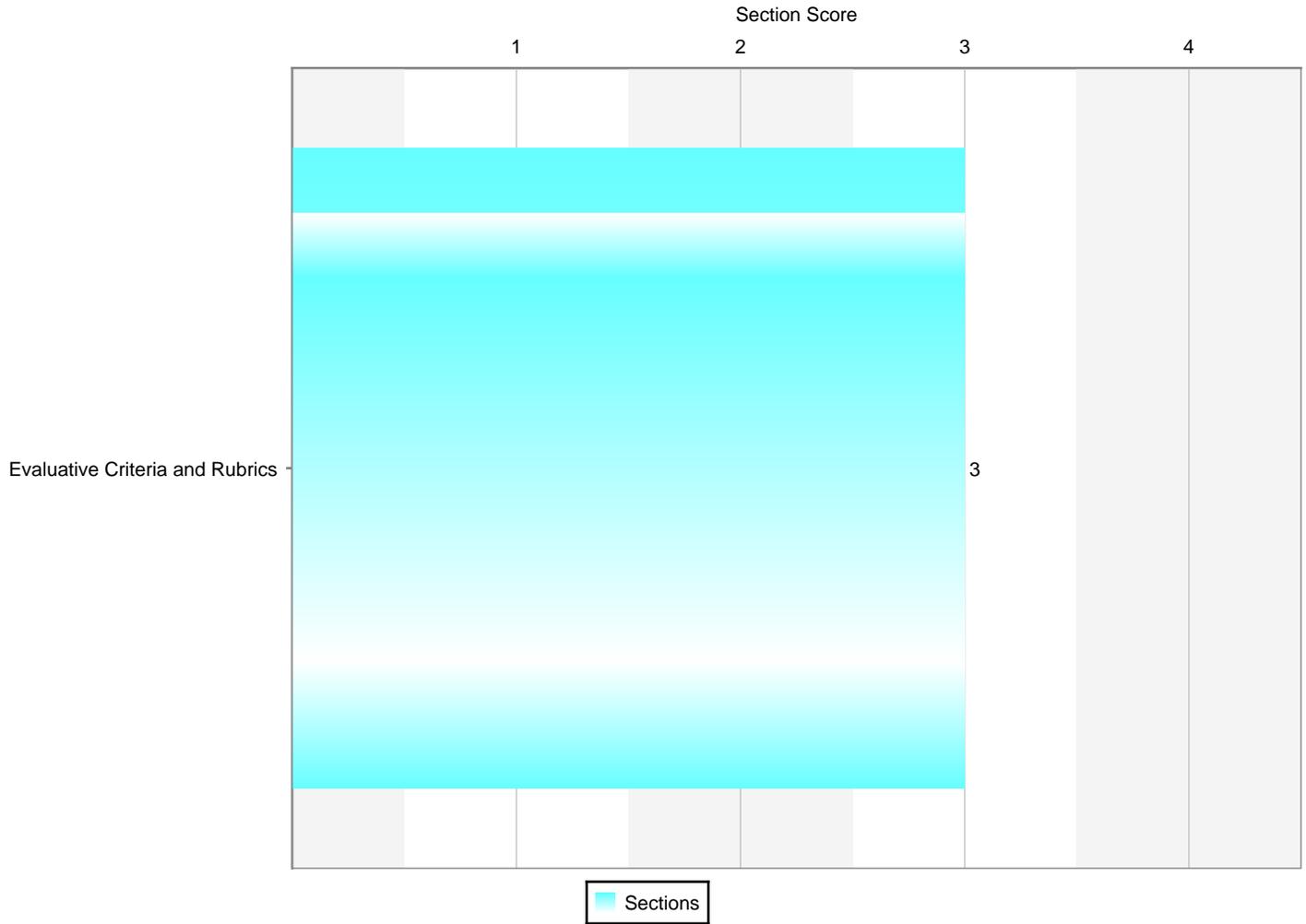
Implications include an opportunity to address the areas that need improvement through the development of a CIP goals, objectives, activities, and strategies. Administration will continue to monitor stakeholder perceptions through surveys, team meetings, and questionnaires for the purpose of improving school climate.

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

Stakeholder groups are consistent with the findings that the school needs better maintenance of the building (new roof, floors, and bathrooms) and additional support in the academic areas. Other stakeholder surveys were conducted for Title I feedback and the following are consistent with findings from previous stakeholder feedback: Do you know your school's academic goals and how to be involved? Do you know what it means to be a Title I school and what your rights are? Do you know how to be involved in school planning/review committees?

Report Summary

Scores By Section



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?

Surveys were sent to parents and faculty to determine areas of strengths and areas of focus. The faculty looked at data pertaining to student performance including DIBELS Next, Performance Series, STAR, classroom tests, and reading assessments.

What were the results of the comprehensive needs assessment?

DIBELS Next for first grade showed the largest gains for NWF using WWR. The first graders scored 51% at or above Benchmark for WWR (whole words read) and 50% at or above benchmark for NWF CLS (correct letter sounds). This percentage has been higher than the four previous school years. The largest weakness on DIBELS Next assessment was LNF (Letter Naming Fluency) with 43% intensive.

Performance Series results for second grade showed growth in both reading and math. The overall SIP score for Performance Series reading was 80%, while the math overall SIP score was 70%. The lowest area of performance with second grade reading was the area of vocabulary, even though there were gains from the previous school year. The lowest area of performance with second grade math was numbers and operations; however, our students still showed a growth in results from the previous year.

All of the EL students at PPS showed growth in at least one component of the ACCESS assessment. This test is designed to measure the growth in English Language acquisition in listening, speaking, reading, and writing.

What conclusions were drawn from the results?

Providing the students with more academic support and creative ways to keep students engaged during the learning process. Every teacher is implementing Reflex (an interactive technology based program that is designed to increase fluency) into daily math plans. Both first and second grade teachers are also implementing Mastering Math Facts into daily routines. This is another approach to get students to increase math fluency. Teachers will also progress monitor students weekly that experience difficulty in the letter identification and sounds. Our goal is to increase the percentage of gains achieved for each student in reading by providing our students with more intensive small group and one-on-one multi-sensory instruction.

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

4. Based on academic achievement from Performance Series and DIBELS Next, our faculty will focus on increasing fluency with numbers and operations in math, a deeper understanding of vocabulary in the area of reading for second grade, and continue multi-sensory small group instruction in reading to increase success with NWF CLS and blending of WWR for first grade.

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

The school goals and needs assessments provide the data used to drive our daily instruction for first and second grade. Lexia (reading technology program) has been incorporated into every classroom. Our school also provides an intervention teacher that pulls out at-risk academic students to provide differentiated instruction for additional small group time. PPS also meets every six weeks with our Problem Solving Team to discuss all Rtl students. The PST creates individual learning goals for each of these students at the meetings.

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

The goals for Prattville Primary School are directly correlated to the data that is produced by the students' achievement. There is a wide range of data that is used from Performance Series (reading and math), Lexia, Reflex, STAR, Mastering Math Facts, DIBELS Next, and classroom assessments that correlate with the reading and math series.

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

PPS reviews data for all learning populations. We strive to provide the best academic success and gains for each individual learning style. Our faculty understands the needs of each individual learner and work to increase academic gains. We focus on providing additional support in the classrooms and Tier 3 pull-out instruction for students.

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:

All educators and students will have tools and technology equipment to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable wireless connectivity and updated technology equipment in order to access the Internet, digital learning resources, productivity tools, online assessments, and data. by 05/24/2019 as measured by documented surveys and technology inventory.

Strategy1:

Monitor technology Resources - Monitor the network infrastructure to support comprehensive wireless communications with high availability and recoverability. When problems arise, communicate to the district needs that are present at the local level.

Category: Other - Resources

Research Cited:

Activity - Program/Software Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend training on the different types of technology and programs/software implemented in classroom instruction such as chrome books, iPads and power point as indicated by the technology survey. With the use of iPads and chrome books, teachers will be able to incorporate on-line resources.	Professional Learning	08/01/2018	05/24/2019	\$0 - No Funding Required	Teachers/Administration

Activity - Monitor availability of wireless internet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of technology team will monitor the availability of wireless internet in their buildings; reporting data at meetings to determine where weaknesses seem to exist. Admin will then communicate with district IT technicians to determine improvement strategies. If new equipment is needed, such as access points, cabling, etc. technology funds will be utilized to meet those needs.	Technology	08/01/2018	05/24/2019	\$3413 - State Funds	Technology Team, administration

Goal 2:

Engage and empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of sound understanding of technology concepts, systems, and operations in Career & Technical by 05/31/2019 as measured by Classroom/student observations and implementation of Courses of Study-Lesson Plans.

Strategy1:

Digital Resources - Teacher will provide a variety of digital resources applicable for student use that help integrate the effective uses of technology concepts, systems, and operations into the curriculum. These resources iPads, Apple TV, Chrome Books, E-beams, projectors & desktops.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Monitor use of technology resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will monitor the use and integration of digital resources through daily classroom visits. Administration will be looking for student engagement with technology tools such as, but not limited to, using Lexia, Reflex math, AVL. Technology team will conduct surveys throughout the year to keep up to date with the needs of the teachers and students in order to purchase/replace outdated equipment.	Technology	08/01/2018	05/31/2019	\$10000 - State Funds \$20000 - Title I Part A	Administration

Goal 3:

Ensure that all students read with understanding and fluency.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/31/2019 as measured by the benchmark assessment.

Strategy1:

Differentiated Instruction - All teachers will provide daily instruction based on research-based best- practices to all students; flexible grouping will be utilized to meet the needs of all students. Students will be engaged in meaningful literacy centers with hands-on practice for grade-level standards; centers will include a technology station to practice previously taught skills and standards.

Category: Develop/Implement Professional Learning and Support

Research Cited: Differentiated Instruction and Implications for UDL Implementation Effective Classroom Practices Report- This report on differentiated instruction and UDL begins with an introduction to differentiated instruction in which we provide the definition, a sampling of considerations and curriculum applications, and research evidence for effectiveness. The second part of the paper, the discussion moves to UDL applications of differentiated instruction

The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition- In this book, the author offers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how teachers can divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests.

3. Differentiated Instruction: Adjusting to the Needs of All Learners- This article defines differentiated instruction; describes ways in which teachers can differentiate content, process, and product; suggests instructional strategies; and outlines challenges in implementing differentiated instruction.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will work with students that are not demonstrating mastery of set standards during their RtI allotted time, Math enrichment. The guidance counselor will also work with behavior Tier 2 and 3 in small group/individual counseling. The problem solving team will meet every 6 weeks to review current RTI plans. Adjustments or additions will be made based on student needs and supporting data. Needed resources will be provided.	Academic Support Program Professional Learning Behavioral Support Program	10/05/2018	05/31/2019	\$3500 - Title I Part A	Intervention Teacher Guidance Counselor Grade level teacher representation Administration

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use systematic, research-based strategies to re-teach previously taught reading/language arts skills using small group, literacy centers, and Lexia small group lessons. Data will be analyzed to determine growths, achievement and gaps. Needed resources will be provided based off of a needs assessment.	Professional Learning Academic Support Program Behavioral Support Program	08/03/2018	05/31/2019	\$4000 - Title I Part A	All Faculty

Measurable Objective 2:

80% of First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Oral Reading Fluency in Reading by 05/31/2019 as measured by DIBELS Next for 1st graders and Performance Series for 2nd graders..

Strategy1:

Differentiated Instruction - All teachers will provide daily instruction based on research-based best- practices to all students; flexible grouping will be utilized to meet the needs of all students. Students will be engaged in meaningful literacy centers with hands-on practice for grade-level standards; centers will include a technology station to practice previously taught skills and standards.

Category: Develop/Implement Professional Learning and Support

Research Cited: Differentiated Instruction and Implications for UDL Implementation Effective Classroom Practices Report- This report on differentiated instruction and UDL begins with an introduction to differentiated instruction in which we provide the definition, a sampling of considerations and curriculum applications, and research evidence for effectiveness. The second part of the paper, the discussion moves to UDL applications of differentiated instruction

The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition- In this book, the author offers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how teachers can divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests.

3. Differentiated Instruction: Adjusting to the Needs of All Learners- This article defines differentiated instruction; describes ways in which teachers can differentiate content, process, and product; suggests instructional strategies; and outlines challenges in implementing differentiated instruction.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will work with students that are not demonstrating mastery of set standards during their RtI allotted time, Math enrichment. The guidance counselor will also work with behavior Tier 2 and 3 in small group/individual counseling. The problem solving team will meet every 6 weeks to review current RTI plans. Adjustments or additions will be made based on student needs and supporting data. Needed resources will be provided.	Academic Support Program Professional Learning Behavioral Support Program	10/05/2018	05/31/2019	\$3500 - Title I Part A	Intervention Teacher Guidance Counselor Grade level teacher representation Administration

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use systematic, research-based strategies to re-teach previously taught reading/language arts skills using small group, literacy centers, and Lexia small group lessons. Data will be analyzed to determine growths, achievement and gaps. Needed resources will be provided based off of a needs assessment.	Academic Support Program Behavioral Support Program Professional Learning	08/03/2018	05/31/2019	\$4000 - Title I Part A	All Faculty

Strategy2:

Reaching All Learners - Differentiated Instruction, Multi-sensory and RTI strategies will be incorporated through both whole and small group lessons in language arts for all students.

Category: Develop/Implement Learning Supports

Research Cited: SDE Dyslexia Handbook

RTI Handbook

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous professional development to all teachers in the area of reaching all learners (i.e. Students showing characteristics of dyslexia, RTI Tiered Instruction, Multi-Sensory strategies and Differentiation). Teachers will observe classrooms and attend/participate in teacher-lead PD. Professional Development on rigor across the curriculum. Teachers will receive training in the area of differentiated instruction (small group instruction, best-practices, student engagement, etc.).	Professional Learning	08/03/2018	08/30/2019	\$10000 - Title I Part A \$2700 - Title II Part A	All Faculty

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Prattville Primary School

Activity - Data Meetings/Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in quarterly classroom walk throughs and data meetings. Staff will observe and "look for" types of differentiated instruction that can be brought back to their classrooms. Teams will review current data and identify trends that will guide instructional decisions. Teachers will analyze assessment data to identify weaknesses and plan instruction based on student needs.	Academic Support Program Professional Learning	10/19/2018	05/31/2019	\$3000 - Title I Part A	All certified staff

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in meaningful literacy centers with hands-on practice for skills previously taught.	Academic Support Program	08/03/2018	05/31/2019	\$10000 - Title I Part A	Teachers Administration

Goal 4:

Improve Math Fluency

Measurable Objective 1:

80% of First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency math fact fluency in Mathematics by 05/31/2019 as measured by Reflex Math.

Strategy1:

Differentiated Instruction - Teachers will provide differentiated instruction for math standards incorporating a variety of instruction, grouping, scaffolding, and assessment strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 1. Differentiated Instruction and Implications for UDL Implementation Effective Classroom Practices Report- This report on differentiated instruction and UDL begins with an introduction to differentiated instruction in which we provide the definition, a sampling of considerations and curriculum applications, and research evidence for effectiveness. The second part of the paper, the discussion moves to UDL applications of differentiated instruction 2. The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition- In this book, the author offers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how teachers can divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests. 3. Differentiated Instruction: Adjusting to the Needs of All Learners- This article defines differentiated instruction; describes ways in which teachers can differentiate content, process, and product; suggests instructional strategies; and outlines challenges in implementing differentiated instruction.

Activity - Engaging Math Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily opportunities for hands-on manipulatives and activities for modeling and reinforcement of number and operations standards. Needed math resources will be provided for teachers and/or students.	Academic Support Program Professional Learning	08/03/2018	05/31/2019	\$2000 - Title I Part A	All Faculty

Activity - Fluency Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Reflex Math in classrooms, in the technology lab and parents can support students at home. Reflex math is to increase mathematical fluency of basic facts. Reflex is a web based program that requires adequate iPads, desktops and wireless connection to implement.	Academic Support Program	08/10/2018	05/24/2019	\$0 - No Funding Required	All Faculty

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to teachers on how to unpack and fully implement the CCRS with engaging lessons, how to use STEM to teach the math standards and analyze data to determine if students "get it" or not. During quarterly data meetings teachers will review Reflex math data and evaluate student progress/celebrate student success.	Professional Learning	08/03/2018	05/31/2019	\$1000 - Title II Part A	All Faculty Administration

Goal 5:

Improving School Parent Engagement and School Culture, Climate and Safety

Measurable Objective 1:

collaborate to improve parent and family engagement and improve student achievement. Implement safety measures and other programs that will improve school climate and culture. by 05/24/2019 as measured by more rigorous parent involvement opportunities and increased participation. Also measured through survey results and data review..

Strategy1:

Stakeholder Opportunities - PPS will provide more opportunities for parents to learn skills to help students. Parents will have increased opportunities to be at the school.

Category: Develop/Implement Student and School Culture Program

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

Historical research on benefits of increasing family engagement.

Activity - Parent Involvement Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for family engagement during the school day and in the evenings. Some examples would be grandparents week, parent report day, open house, tech time events, curriculum night, music performances, literacy night, Lanark trip. During these events parents will be encouraged to use resources provided in our parent resource center to support learning at home. There will also be a focus on improving communication between school and home.	Parent Involvement	08/03/2018	05/24/2019	\$6000 - Title I Part A	All PPS Faculty/Staff

Activity - APT Meetings/Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide combination APT Meetings with enrichment programs and student performance opportunities to increase participation. Meeting will occur monthly, alternating day and evening to provide more opportunities for parents to attend and become involved.	Parent Involvement	08/10/2018	05/24/2019	\$2434 - Title I Part A	Entire School Faculty/Staff School Staff will plan and implement the programs APT executive officers

Strategy2:

Increased School Culture - Improve school culture through planned and strategic interaction among faculty, parents and students.

Implementation of the Leader In Me school transformation process.

Category: Develop/Implement Student and School Culture Program

Research Cited: Awaken the Learner by Darrell Scott & Robert J. Marzano

www.leaderinme.org

Activity - School Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An online sign in system will be installed in our front office. This will ensure anyone who enters our building is authorized to be on campus. In addition, directional signage will be placed throughout the campus to provide assistance on location.	Parent Involvement Recruitment and Retention Policy and Process Community Engagement Professional Learning Technology Other - Safety	10/26/2018	05/24/2019	\$8000 - Title I Part A	Administration Lighthouse Team

Activity - Leader In Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PPS will become a Leader in Me school. During year one the school will begin this school transformation process. We will strive to implement the program with fidelity while involving all stakeholders. Professional development opportunities will also be provided for all staff. Any needed materials or curriculum will be identified by the Lighthouse Team and provided.	Academic Support Program Behavioral Support Program	08/03/2018	07/31/2019	\$32000 - Title I Part A	All faculty and staff

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Activity - Positive Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Houses" will be established. All staff and students will be placed in houses. Each house will work together to accomplish goals and demonstrate "the leader in me life." Points will be earned and when goals are met the houses will celebrate together. In addition teachers will also recognize students with positive behavior referrals when they observe students demonstrating one of the 7 habits (Leader In Me).	Behavioral Support Program	10/01/2018	05/31/2019	\$5000 - Title I Part A	Administration PBIS committee All staff

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:

Engage and empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of sound understanding of technology concepts, systems, and operations in Career & Technical by 05/31/2019 as measured by Classroom/student observations and implementation of Courses of Study-Lesson Plans.

Strategy1:

Digital Resources - Teacher will provide a variety of digital resources applicable for student use that help integrate the effective uses of technology concepts, systems, and operations into the curriculum. These resources iPads, Apple TV, Chrome Books, E-beams, projectors & desktops.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use computers, E-beams, iPads, Apple TV etc during small group instruction to reinforce all state standards. Online learning tools such as Lexia, Reflex and Accelerated Reader will be visible and consistently a resource for gathering data.	Academic Support Program	08/01/2018	05/31/2019	\$10000 - Title I Part A	Teachers/Administration

Activity - Technology Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each class will have 40 minutes per week in the technology lab built in the master schedule. The technology teacher will consistently cover technology state standards with all students.	Academic Support Program	08/01/2018	05/31/2019	\$0 - No Funding Required	Technology Instructor

Activity - Monitor use of technology resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will monitor the use and integration of digital resources through daily classroom visits. Administration will be looking for student engagement with technology tools such as, but not limited to, using Lexia, Reflex math, AVL. Technology team will conduct surveys throughout the year to keep up to date with the needs of the teachers and students in order to purchase/replace outdated equipment.	Technology	08/01/2018	05/31/2019	\$10000 - State Funds \$20000 - Title I Part A	Administration

Goal 2:

Ensure that all students read with understanding and fluency.

Measurable Objective 1:

80% of First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Oral Reading Fluency in Reading by 05/31/2019 as measured by DIBELS Next for 1st graders and Performance Series for 2nd graders..

Strategy1:

Differentiated Instruction - All teachers will provide daily instruction based on research-based best- practices to all students; flexible grouping will be utilized to meet the needs of all students. Students will be engaged in meaningful literacy centers with hands-on practice for grade-level standards; centers will include a technology station to practice previously taught skills and standards.

Category: Develop/Implement Professional Learning and Support

Research Cited: Differentiated Instruction and Implications for UDL Implementation Effective Classroom Practices Report- This report on differentiated instruction and UDL begins with an introduction to differentiated instruction in which we provide the definition, a sampling of considerations and curriculum applications, and research evidence for effectiveness. The second part of the paper, the discussion moves to UDL applications of differentiated instruction

The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition- In this book, the author offers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how teachers can divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests.

3. Differentiated Instruction: Adjusting to the Needs of All Learners- This article defines differentiated instruction; describes ways in which teachers can differentiate content, process, and product; suggests instructional strategies; and outlines challenges in implementing differentiated instruction.

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Prattville Primary School

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will work with students that are not demonstrating mastery of set standards during their RtI allotted time, Math enrichment. The guidance counselor will also work with behavior Tier 2 and 3 in small group/individual counseling. The problem solving team will meet every 6 weeks to review current RTI plans. Adjustments or additions will be made based on student needs and supporting data. Needed resources will be provided.	Behavioral Support Program Professional Learning Academic Support Program	10/05/2018	05/31/2019	\$3500 - Title I Part A	Intervention Teacher Guidance Counselor Grade level teacher representation Administration

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use systematic, research-based strategies to re-teach previously taught reading/language arts skills using small group, literacy centers, and Lexia small group lessons. Data will be analyzed to determine growths, achievement and gaps. Needed resources will be provided based off of a needs assessment.	Academic Support Program Behavioral Support Program Professional Learning	08/03/2018	05/31/2019	\$4000 - Title I Part A	All Faculty

Strategy2:

Reaching All Learners - Differentiated Instruction, Multi-sensory and RTI strategies will be incorporated through both whole and small group lessons in language arts for all students.

Category: Develop/Implement Learning Supports

Research Cited: SDE Dyslexia Handbook

RTI Handbook

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous professional development to all teachers in the area of reaching all learners (i.e Students showing characteristics of dyslexia, RTI Tiered Instruction, Multi-Sensory strategies and Differentiation). Teachers will observe classrooms and attend/participate in teacher-lead PD. Professional Development on rigor across the curriculum. Teachers will receive training in the area of differentiated instruction (small group instruction, best-practices, student engagement, etc.).	Professional Learning	08/03/2018	08/30/2019	\$10000 - Title I Part A \$2700 - Title II Part A	All Faculty

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in meaningful literacy centers with hands-on practice for skills previously taught.	Academic Support Program	08/03/2018	05/31/2019	\$10000 - Title I Part A	Teachers Adminsitration

ACIP

Prattville Primary School

Activity - Data Meetings/Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in quarterly classroom walk throughs and data meetings. Staff will observe and "look for" types of differentiated instruction that can be brought back to their classrooms. Teams will review current data and identify trends that will guide instructional decisions. Teachers will analyze assessment data to identify weaknesses and plan instruction based on student needs.	Academic Support Program Professional Learning	10/19/2018	05/31/2019	\$3000 - Title I Part A	All certified staff

Goal 3:

Improve Math Fluency

Measurable Objective 1:

80% of First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency math fact fluency in Mathematics by 05/31/2019 as measured by Reflex Math.

Strategy1:

Differentiated Instruction - Teachers will provide differentiated instruction for math standards incorporating a variety of instruction, grouping, scaffolding, and assessment strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 1. Differentiated Instruction and Implications for UDL Implementation Effective Classroom Practices Report- This report on differentiated instruction and UDL begins with an introduction to differentiated instruction in which we provide the definition, a sampling of considerations and curriculum applications, and research evidence for effectiveness. The second part of the paper, the discussion moves to UDL applications of differentiated instruction 2. The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition- In this book, the author offers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how teachers can divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests. 3. Differentiated Instruction: Adjusting to the Needs of All Learners- This article defines differentiated instruction; describes ways in which teachers can differentiate content, process, and product; suggests instructional strategies; and outlines challenges in implementing differentiated instruction.

Activity - Engaging Math Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily opportunities for hands-on manipulatives and activities for modeling and reinforcement of number and operations standards. Needed math resources will be provided for teachers and/or students.	Professional Learning Academic Support Program	08/03/2018	05/31/2019	\$2000 - Title I Part A	All Faculty

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Prattville Primary School

Activity - Fluency Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Reflex Math in classrooms, in the technology lab and parents can support students at home. Reflex math is to increase mathematical fluency of basic facts. Reflex is a web based program that requires adequate iPads, desktops and wireless connection to implement.	Academic Support Program	08/10/2018	05/24/2019	\$0 - No Funding Required	All Faculty

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to teachers on how to unpack and fully implement the CCRS with engaging lessons, how to use STEM to teach the math standards and analyze data to determine if students "get it" or not. During quarterly data meetings teachers will review Reflex math data and evaluate student progress/celebrate student success.	Professional Learning	08/03/2018	05/31/2019	\$1000 - Title II Part A	All Faculty Administration

Goal 4:

Improving School Parent Engagement and School Culture, Climate and Safety

Measurable Objective 1:

collaborate to improve parent and family engagement and improve student achievement. Implement safety measures and other programs that will improve school climate and culture. by 05/24/2019 as measured by more rigorous parent involvement opportunities and increased participation. Also measured through survey results and data review..

Strategy1:

Increased School Culture - Improve school culture through planned and strategic interaction among faculty, parents and students.

Implementation of the Leader In Me school transformation process.

Category: Develop/Implement Student and School Culture Program

Research Cited: Awaken the Learner by Darrell Scott & Robert J. Marzano

www.leaderinme.org

Activity - School Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An online sign in system will be installed in our front office. This will ensure anyone who enters our building is authorized to be on campus. In addition, directional signage will be placed throughout the campus to provide assistance on location.	Technology Other - Safety Recruitment and Retention Community Engagement Policy and Process Parent Involvement Professional Learning	10/26/2018	05/24/2019	\$8000 - Title I Part A	Administration Lighthouse Team

Activity - Positive Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Houses" will be established. All staff and students will be placed in houses. Each house will work together to accomplish goals and demonstrate "the leader in me life." Points will be earned and when goals are met the houses will celebrate together. In addition teachers will also recognize students with positive behavior referrals when they observe students demonstrating one of the 7 habits (Leader In Me).	Behavioral Support Program	10/01/2018	05/31/2019	\$5000 - Title I Part A	Administration PBIS committee All staff

Activity - Leader In Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PPS will become a Leader in Me school. During year one the school will begin this school transformation process. We will strive to implement the program with fidelity while involving all stakeholders. Professional development opportunities will also be provided for all staff. Any needed materials or curriculum will be identified by the Lighthouse Team and provided.	Academic Support Program Behavioral Support Program	08/03/2018	07/31/2019	\$32000 - Title I Part A	All faculty and staff

Strategy2:

Stakeholder Opportunities - PPS will provide more opportunities for parents to learn skills to help students. Parents will have increased opportunities to be at the school.

Category: Develop/Implement Student and School Culture Program

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

Historical research on benefits of increasing family engagement.

Activity - Parent Involvement Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for family engagement during the school day and in the evenings. Some examples would be grandparents week, parent report day, open house, tech time events, curriculum night, music performances, literacy night, Lanark trip. During these events parents will be encouraged to use resources provided in our parent resource center to support learning at home. There will also be a focus on improving communication between school and home.	Parent Involvement	08/03/2018	05/24/2019	\$6000 - Title I Part A	All PPS Faculty/Staff

Activity - APT Meetings/Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide combination APT Meetings with enrichment programs and student performance opportunities to increase participation. Meeting will occur monthly, alternating day and evening to provide more opportunities for parents to attend and become involved.	Parent Involvement	08/10/2018	05/24/2019	\$2434 - Title I Part A	Entire School Faculty/Staff School Staff will plan and implement the programs APT executive officers

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:

Ensure that all students read with understanding and fluency.

Measurable Objective 1:

80% of First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Oral Reading Fluency in Reading by 05/31/2019 as measured by DIBELS Next for 1st graders and Performance Series for 2nd graders..

Strategy1:

Reaching All Learners - Differentiated Instruction, Multi-sensory and RTI strategies will be incorporated through both whole and small group lessons in language arts for all students.

Category: Develop/Implement Learning Supports

Research Cited: SDE Dyslexia Handbook

RTI Handbook

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in meaningful literacy centers with hands-on practice for skills previously taught.	Academic Support Program	08/03/2018	05/31/2019	\$10000 - Title I Part A	Teachers Adminsitration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous professional development to all teachers in the area of reaching all learners (i.e. Students showing characteristics of dyslexia, RTI Tiered Instruction, Multi-Sensory strategies and Differentiation). Teachers will observe classrooms and attend/participate in teacher-lead PD. Professional Development on rigor across the curriculum. Teachers will receive training in the area of differentiated instruction (small group instruction, best-practices, student engagement, etc.).	Professional Learning	08/03/2018	08/30/2019	\$2700 - Title II Part A \$10000 - Title I Part A	All Faculty

Activity - Data Meetings/Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in quarterly classroom walk throughs and data meetings. Staff will observe and "look for" types of differentiated instruction that can be brought back to their classrooms. Teams will review current data and identify trends that will guide instructional decisions. Teachers will analyze assessment data to identify weaknesses and plan instruction based on student needs.	Professional Learning Academic Support Program	10/19/2018	05/31/2019	\$3000 - Title I Part A	All certified staff

Strategy2:

Differentiated Instruction - All teachers will provide daily instruction based on research-based best- practices to all students; flexible grouping will be utilized to meet the needs of all students. Students will be engaged in meaningful literacy centers with hands-on practice for grade-level standards; centers will include a technology station to practice previously taught skills and standards.

Category: Develop/Implement Professional Learning and Support

Research Cited: Differentiated Instruction and Implications for UDL Implementation Effective Classroom Practices Report- This report on differentiated instruction and UDL begins with an introduction to differentiated instruction in which we provide the definition, a sampling of considerations and curriculum applications, and research evidence for effectiveness. The second part of the paper, the discussion moves to UDL applications of differentiated instruction

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will work with students that are not demonstrating mastery of set standards during their RtI allotted time, Math enrichment. The guidance counselor will also work with behavior Tier 2 and 3 in small group/individual counseling. The problem solving team will meet every 6 weeks to review current RTI plans. Adjustments or additions will be made based on student needs and supporting data. Needed resources will be provided.	Professional Learning Behavioral Support Program Academic Support Program	10/05/2018	05/31/2019	\$3500 - Title I Part A	Intervention Teacher Guidance Counselor Grade level teacher representation Administration

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use systematic, research-based strategies to re-teach previously taught reading/language arts skills using small group, literacy centers, and Lexia small group lessons. Data will be analyzed to determine growths, achievement and gaps. Needed resources will be provided based off of a needs assessment.	Academic Support Program Professional Learning Behavioral Support Program	08/03/2018	05/31/2019	\$4000 - Title I Part A	All Faculty

Goal 2:

Improve Math Fluency

Measurable Objective 1:

80% of First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency math fact fluency in Mathematics by 05/31/2019 as measured by Reflex Math.

Strategy1:

Differentiated Instruction - Teachers will provide differentiated instruction for math standards incorporating a variety of instruction, grouping, scaffolding, and assessment strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 1. Differentiated Instruction and Implications for UDL Implementation Effective Classroom Practices Report- This report on differentiated instruction and UDL begins with an introduction to differentiated instruction in which we provide the definition, a sampling of considerations and curriculum applications, and research evidence for effectiveness. The second part of the paper, the discussion moves to UDL applications of differentiated instruction 2. The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition- In this book, the author offers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how teachers can divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests. 3. Differentiated Instruction: Adjusting to the Needs of All Learners- This article defines differentiated instruction; describes ways in which teachers can differentiate content, process, and product; suggests instructional strategies; and outlines challenges in implementing differentiated instruction.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to teachers on how to unpack and fully implement the CCRS with engaging lessons, how to use STEM to teach the math standards and analyze data to determine if students "get it" or not. During quarterly data meetings teachers will review Reflex math data and evaluate student progress/celebrate student success.	Professional Learning	08/03/2018	05/31/2019	\$1000 - Title II Part A	All Faculty Administration

ACIP

Prattville Primary School

Activity - Fluency Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Reflex Math in classrooms, in the technology lab and parents can support students at home. Reflex math is to increase mathematical fluency of basic facts. Reflex is a web based program that requires adequate iPads, desktops and wireless connection to implement.	Academic Support Program	08/10/2018	05/24/2019	\$0 - No Funding Required	All Faculty

Activity - Engaging Math Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily opportunities for hands-on manipulatives and activities for modeling and reinforcement of number and operations standards. Needed math resources will be provided for teachers and/or students.	Academic Support Program Professional Learning	08/03/2018	05/31/2019	\$2000 - Title I Part A	All Faculty

Goal 3:

Improving School Parent Engagement and School Culture, Climate and Safety

Measurable Objective 1:

collaborate to improve parent and family engagement and improve student achievement. Implement safety measures and other programs that will improve school climate and culture. by 05/24/2019 as measured by more rigorous parent involvement opportunities and increased participation. Also measured through survey results and data review..

Strategy1:

Increased School Culture - Improve school culture through planned and strategic interaction among faculty, parents and students.

Implementation of the Leader In Me school transformation process.

Category: Develop/Implement Student and School Culture Program

Research Cited: Awaken the Learner by Darrell Scott & Robert J. Marzano

www.leaderinme.org

Activity - Leader In Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PPS will become a Leader in Me school. During year one the school will begin this school transformation process. We will strive to implement the program with fidelity while involving all stakeholders. Professional development opportunities will also be provided for all staff. Any needed materials or curriculum will be identified by the Lighthouse Team and provided.	Academic Support Program Behavioral Support Program	08/03/2018	07/31/2019	\$32000 - Title I Part A	All faculty and staff

ACIP

Prattville Primary School

Activity - Positive Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Houses" will be established. All staff and students will be placed in houses. Each house will work together to accomplish goals and demonstrate "the leader in me life." Points will be earned and when goals are met the houses will celebrate together. In addition teachers will also recognize students with positive behavior referrals when they observe students demonstrating one of the 7 habits (Leader In Me).	Behavioral Support Program	10/01/2018	05/31/2019	\$5000 - Title I Part A	Administration PBIS committee All staff

Activity - School Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An online sign in system will be installed in our front office. This will ensure anyone who enters our building is authorized to be on campus. In addition, directional signage will be placed throughout the campus to provide assistance on location.	Professional Learning Technology Other - Safety Policy and Process Parent Involvement Recruitment and Retention Community Engagement	10/26/2018	05/24/2019	\$8000 - Title I Part A	Administration Lighthouse Team

Strategy2:

Stakeholder Opportunities - PPS will provide more opportunities for parents to learn skills to help students. Parents will have increased opportunities to be at the school.

Category: Develop/Implement Student and School Culture Program

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

Historical research on benefits of increasing family engagement.

Activity - Parent Involvement Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for family engagement during the school day and in the evenings. Some examples would be grandparents week, parent report day, open house, tech time events, curriculum night, music performances, literacy night, Lanark trip. During these events parents will be encouraged to use resources provided in our parent resource center to support learning at home. There will also be a focus on improving communication between school and home.	Parent Involvement	08/03/2018	05/24/2019	\$6000 - Title I Part A	All PPS Faculty/Staff

Activity - APT Meetings/Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide combination APT Meetings with enrichment programs and student performance opportunities to increase participation. Meeting will occur monthly, alternating day and evening to provide more opportunities for parents to attend and become involved.	Parent Involvement	08/10/2018	05/24/2019	\$2434 - Title I Part A	Entire School Faculty/Staff School Staff will plan and implement the programs APT executive officers

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

Goal 1:

Ensure that all students read with understanding and fluency.

Measurable Objective 1:

80% of First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Oral Reading Fluency in Reading by 05/31/2019 as measured by DIBELS Next for 1st graders and Performance Series for 2nd graders..

Strategy1:

Differentiated Instruction - All teachers will provide daily instruction based on research-based best- practices to all students; flexible grouping will be utilized to meet the needs of all students. Students will be engaged in meaningful literacy centers with hands-on practice for grade-level standards; centers will include a technology station to practice previously taught skills and standards.

Category: Develop/Implement Professional Learning and Support

Research Cited: Differentiated Instruction and Implications for UDL Implementation Effective Classroom Practices Report- This report on differentiated instruction and UDL begins with an introduction to differentiated instruction in which we provide the definition, a sampling of considerations and curriculum applications, and research evidence for effectiveness. The second part of the paper, the discussion moves to UDL applications of differentiated instruction

The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition- In this book, the author offers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how teachers can divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests.

3. Differentiated Instruction: Adjusting to the Needs of All Learners- This article defines differentiated instruction; describes ways in which teachers can differentiate content, process, and product; suggests instructional strategies; and outlines challenges in implementing differentiated instruction.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use systematic, research-based strategies to re-teach previously taught reading/language arts skills using small group, literacy centers, and Lexia small group lessons. Data will be analyzed to determine growths, achievement and gaps. Needed resources will be provided based off of a needs assessment.	Behavioral Support Program Professional Learning Academic Support Program	08/03/2018	05/31/2019	\$4000 - Title I Part A	All Faculty

ACIP

Prattville Primary School

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will work with students that are not demonstrating mastery of set standards during their RtI allotted time, Math enrichment. The guidance counselor will also work with behavior Tier 2 and 3 in small group/individual counseling. The problem solving team will meet every 6 weeks to review current RTI plans. Adjustments or additions will be made based on student needs and supporting data. Needed resources will be provided.	Behavioral Support Program Academic Support Program Professional Learning	10/05/2018	05/31/2019	\$3500 - Title I Part A	Intervention Teacher Guidance Counselor Grade level teacher representation Administration

Strategy2:

Reaching All Learners - Differentiated Instruction, Multi-sensory and RTI strategies will be incorporated through both whole and small group lessons in language arts for all students.

Category: Develop/Implement Learning Supports

Research Cited: SDE Dyslexia Handbook

RTI Handbook

Activity - Data Meetings/Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in quarterly classroom walk throughs and data meetings. Staff will observe and "look for" types of differentiated instruction that can be brought back to their classrooms. Teams will review current data and identify trends that will guide instructional decisions. Teachers will analyze assessment data to identify weaknesses and plan instruction based on student needs.	Academic Support Program Professional Learning	10/19/2018	05/31/2019	\$3000 - Title I Part A	All certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous professional development to all teachers in the area of reaching all learners (i.e. Students showing characteristics of dyslexia, RTI Tiered Instruction, Multi-Sensory strategies and Differentiation). Teachers will observe classrooms and attend/participate in teacher-lead PD. Professional Development on rigor across the curriculum. Teachers will receive training in the area of differentiated instruction (small group instruction, best-practices, student engagement, etc.).	Professional Learning	08/03/2018	08/30/2019	\$10000 - Title I Part A \$2700 - Title II Part A	All Faculty

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in meaningful literacy centers with hands-on practice for skills previously taught.	Academic Support Program	08/03/2018	05/31/2019	\$10000 - Title I Part A	Teachers Administration

Measurable Objective 2:

100% of English Learners students will demonstrate a proficiency in Oral Reading Fluency in Reading by 05/31/2019 as measured by the benchmark assessment.

Strategy1:

Differentiated Instruction - All teachers will provide daily instruction based on research-based best- practices to all students; flexible grouping will be utilized to meet the needs of all students. Students will be engaged in meaningful literacy centers with hands-on practice for grade-level standards; centers will include a technology station to practice previously taught skills and standards.

Category: Develop/Implement Professional Learning and Support

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Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use systematic, research-based strategies to re-teach previously taught reading/language arts skills using small group, literacy centers, and Lexia small group lessons. Data will be analyzed to determine growths, achievement and gaps. Needed resources will be provided based off of a needs assessment.	Professional Learning Behavioral Support Program Academic Support Program	08/03/2018	05/31/2019	\$4000 - Title I Part A	All Faculty

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will work with students that are not demonstrating mastery of set standards during their RtI allotted time, Math enrichment. The guidance counselor will also work with behavior Tier 2 and 3 in small group/individual counseling. The problem solving team will meet every 6 weeks to review current RTI plans. Adjustments or additions will be made based on student needs and supporting data. Needed resources will be provided.	Behavioral Support Program Professional Learning Academic Support Program	10/05/2018	05/31/2019	\$3500 - Title I Part A	Intervention Teacher Guidance Counselor Grade level teacher representation Administration

Goal 2:

Improving School Parent Engagement and School Culture, Climate and Safety

Measurable Objective 1:

collaborate to improve parent and family engagement and improve student achievement. Implement safety measures and other programs that will improve school climate and culture. by 05/24/2019 as measured by more rigorous parent involvement opportunities and increased participation. Also measured through survey results and data review.

Strategy1:

Increased School Culture - Improve school culture through planned and strategic interaction among faculty, parents and students.

Implementation of the Leader In Me school transformation process.

Category: Develop/Implement Student and School Culture Program

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www.leaderinme.org

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"Houses" will be established. All staff and students will be placed in houses. Each house will work together to accomplish goals and demonstrate "the leaderin me life." Points will be earned and when goals are met the houses will celebrate together. In addition teachers will also recognize students with positive behavior referrals when they observe students demonstrating one of the 7 habits (Leader In Me).	Behavioral Support Program	10/01/2018	05/31/2019	\$5000 - Title I Part A	Administration PBIS committee All staff

Activity - Leader In Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PPS will become a Leader in Me school. During year one the school will begin this school transformation process. We will strive to implement the program with fidelity while involving all stakeholders. Professional development opportunities will also be provided for all staff. Any needed materials or curriculum will be identified by the Lighthouse Team and provided.	Academic Support Program Behavioral Support Program	08/03/2018	07/31/2019	\$32000 - Title I Part A	All faculty and staff

Activity - School Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An online sign in system will be installed in our front office. This will ensure anyone who enters our building is authorized to be on campus. In addition, directional signage will be placed throughout the campus to provide assistance on location.	Technology Community Engagement Parent Involvement Recruitment and Retention Other - Safety Policy and Process Professional Learning	10/26/2018	05/24/2019	\$8000 - Title I Part A	Administration Lighthouse Team

Strategy2:

Stakeholder Opportunities - PPS will provide more opportunities for parents to learn skills to help students. Parents will have increased opportunities to be at the school.

Category: Develop/Implement Student and School Culture Program

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

Historical research on benefits of increasing family engagement.

Activity - APT Meetings/Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide combination APT Meetings with enrichment programs and student performance opportunities to increase participation. Meeting will occur monthly, alternating day and evening to provide more opportunities for parents to attend and become involved.	Parent Involvement	08/10/2018	05/24/2019	\$2434 - Title I Part A	Entire School Faculty/Staff School Staff will plan and implement the programs APT executive officers

Activity - Parent Involvement Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for family engagement during the school day and in the evenings. Some examples would be grandparents week, parent report day, open house, tech time events, curriculum night, music performances, literacy night, Lanark trip. During these events parents will be encouraged to use resources provided in our parent resource center to support learning at home. There will also be a focus on improving communication between school and home.	Parent Involvement	08/03/2018	05/24/2019	\$6000 - Title I Part A	All PPS Faculty/Staff

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Parent meeting are held yearly (or when new EL student enrolls) that addresses the needs of each student. If materials are needed, we offer translation and/or interpreters if needed.

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	All of our teachers meet state requirements for the grade level and subject.	

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

It is important that we have highly qualified teachers in our classrooms providing quality instruction. When needed, we strive to provide certified substitutes to fill any long term vacancies.

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?

Turn over rate at PPS is vey low. We have two teachers with less than five years experience. PPS did loose two teaching units last school year.

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

The greatest asset at PPS is the faculty and staff, approximately 83% of teachers hold a Master's Degree or higher; 100% of our teachers are highly qualified in their field.

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).

Autauga County has numerous applicants each year and we partner with local teacher preparation programs. The Central Office screens all applicants and identifies best qualified.

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.

We use data results, faculty surveys, observations, and shared leadership to guide all decisions. We determine gaps and ways to provide support to faculty to strengthen PPS.

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

PPS provides professional development opportunities on in-service days and throughout the year through job embedded professional development. Teachers participate in quarterly walkthroughs and data meetings. Summer professional development opportunities are provided at the state and local levels. Teachers are notified of all professional development opportunities.

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

New teachers are assigned a mentor at the local level.

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

In the first and second grade the data is difficult since we do not have a state assessment. We use all of the data sources we can to determine our growths and needs. We strive to blend professional development, professional learning and sustainability. We continue to use the data to drive all instructional decisions.

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:

Improving School Parent Engagement and School Culture, Climate and Safety

Measurable Objective 1:

collaborate to improve parent and family engagement and improve student achievement. Implement safety measures and other programs that will improve school climate and culture. by 05/24/2019 as measured by more rigorous parent involvement opportunities and increased participation. Also measured through survey results and data review..

Strategy1:

Stakeholder Opportunities - PPS will provide more opportunities for parents to learn skills to help students. Parents will have increased opportunities to be at the school.

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Activity - APT Meetings/Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide combination APT Meetings with enrichment programs and student performance opportunities to increase participation. Meeting will occur monthly, alternating day and evening to provide more opportunities for parents to attend and become involved.	Parent Involvement	08/10/2018	05/24/2019	\$2434 - Title I Part A	Entire School Faculty/Staff School Staff will plan and implement the programs APT executive officers

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?

All teachers are included in the school wide discussions related to the strengths and areas of focus for each of the assessments given. This is done through data meetings, faculty meetings and our leadership/lighthouse teams.

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?

The Rtl (Response to Instruction) teacher completes a Universal Screening three times a year. During this process, DIBELS Next, Performance Series, STAR, and grades are analyzed for every student in first and second grade. DIBELS Next is also broken down into three separate components: NWF (Nonsense Word Fluency) CLS (Correct Letter Sounds), NWF WWR (Whole Words Read), and ORF (Oral Reading Fluency). Once all the data is collected and reviewed, each student that is performing below grade level will be discussed at monthly Rtl meetings with administrators, intervention teacher, counselor, grade level representative, and classroom teacher. Once a year, the Rtl teacher also completes a Dyslexia Screener with any student that scores intensive on the DIBELS Next assessment. After this screener is completed, any student that failed the Dyslexia Screener will be provided a Rtl intervention plan and given a multi-sensory academic goal to help meet his/her needs.

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?

Once a student is identified as experiencing difficulty, he/she will be given a Tier 2 academic plan. This plan is specific to the learning deficit that the student is experiencing. The classroom teacher will then be accountable for providing the student with additional small group intervention time. Every six weeks the student will be discussed with the school's PST (Problem Solving Team). During this meeting, an individual academic goal will be made, as a team decision, to help the student meet his/her needs. If a student continues to struggle in a specific academic area, he/she will be moved to Tier 3. Once a student is identified as experiencing significant learning deficits, the intervention teacher will begin pulling the student out in a small group setting for additional support. The Tier 3 students are pulled out for 45 minute multi-sensory small group times four days a week.

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.

Our school has a Parent Resource Center filled with games, activities, centers, and books that will help a parent working with a struggling student. These items can be checked out and brought back at the parent's convenience. Our school also sent home login information for Lexia and Reflex with every student. The students can use these technology based intervention programs at home. Additional resources can also be found on the school's website. The school website has a section that has links for students. These links will provide some additional academic assistance that can be used at home.

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.

The EL coordinator meets with the EL team within the first month of school or throughout the year when new EL students enroll in regards to students identified English as a Second Language. The goals are to provide quality instruction, increase academic achievement, and to provide quality professional development to the staff. Families are surveyed during enrollment to determine if they are migrant, if so, they are serviced by the Chapter I office in conjunction with Prattville Primary to provide assistance. Homeless students are provided assistance by the Homeless Liaison, Prattville Primary School, and appropriate outside resources to meet the needs of the students. Special education provides opportunities for students with disabilities to participate in educational activities that will facilitate their achievement. Special education services for children with disabilities are provided in accordance with the individual with Disabilities Education Improvement Act, Amendments of 2004, and Alabama Act 106. Students identified as eligible for special education services must meet federal and state eligibility requirements as having a disability in addition to needing specially designed instruction in order to access the general education curriculum. If a student is recognized as Economically Disadvantaged by the staff, then PPS faculty follows the proper reporting procedures. The students are provided needed materials through organizations inside and outside of the school.

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.

We coordinate our federal funds with support that is state, school and community based to best serve our students and increasing achievement towards the school wide goals.

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)?

We integrate all of our funding sources to provide the most effective educational opportunities possible for our students. This is done by analyzing data and establishing goals to fill gaps that might be identified.

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

How does the school evaluate the implementation of the schoolwide program?

Evaluation of the schoolwide program is a continuous ongoing process that involves PPS faculty and parents. The Leadership Team meets monthly to determine if goals are being met and what adjustments should be made to ensure expectations and accountability. Parents are surveyed and the results are used as another source of helpful information to determine the effectiveness of the schoolwide program.

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?

Classroom teachers and administrators are involved in data meetings to discuss academic gains within their classrooms. Rtl meetings also discuss students' results on State Annual assessments. Goals are then set based on data for the specific content areas.

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?

Once Universal Screening is complete, the Rtl facilitator will meet with teachers and the PST(Problem Solving Team) to discuss specific needs of each student. Through weekly progress monitoring and Rtl (intervention) small group time, students are tracked to see if they are meeting targeted goals. When reviewing the data, if the plan is deemed ineffective for the student, a Rtl meeting will be held. During this meeting, a new plan of action will be developed for the student and classroom teacher to follow to ensure academic growth.

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?

Data and Rtl meetings are set in place to evaluate and discuss student's growth. If the data shows no gains or decline, then a new, more intensive plan will be put into place. This plan will be set by the PST (Problem Solving Team) and the classroom teacher. Also, negative trends can be identified quickly before they manifest and a plan of action is put in place. At the same time, positives can be shared with other staff members to utilize proven practices. Teacher committees are used to give a voice to the entire staff and recognize school improvement. Parents are surveyed through a number of digital and hardcopy formats to determine areas that they feel could be improved at Prattville Primary. The Rtl intervention teacher and classroom teacher will both follow the same plan.

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.	44.7

Provide the number of classroom teachers.

44.7

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	44.7

Total

44.70

Administrator Units

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

Provide the number of administrators.

1

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.	0.5

Provide the number of Assistant Principals.

.5

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.	1.0

Provide the number of Counselors.

1

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

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

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

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.	0.0

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	1341300.0

Total

1,341,300.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	402390.0

Total

402,390.00

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.	0.0

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	2416500.0

Total

2,416,500.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	429842.0

Total

429,842.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	1.1746729E7

Provide a brief explanation and breakdown of expenses.

Identified Need/Planned Expenditure	Estimated Amount Allocated for Need
Check In/Out System for front office (student safety, attendance)	\$3,000
Data meeting substitutes (quarterly: per LC)	\$1,500
Magnets, Carpool signage, folders	\$2,000
Binders for student leadership notebooks	\$1,000
Software (Reflex, AR)	\$11,000
Computers (ipads, desktops, chromebooks)	\$20,000
Directional Signage throughout buildings	\$5,000
Student Classroom supplies	\$8,000
Leader In Me (Level 2) Professional Development	\$12,000
Leader In Me Annual Membership	\$10,000
Leader In Me Supplies (including literature for students)	\$5,000
Other Instructional Supplies	\$5,000
Staff Development (Registration/Travel/expenses)	\$10,000
Staff Development Supplies	\$3,000
Positive Behavior Support	\$4,000
RTI meeting substitutes (2 per day; per meeting)	\$1,500
Teacher Stipends for Professional Development	\$5,000
Instructional Equipment	\$5,000
Teacher/Student/Parent Resource Center Updates	\$3,111
Literacy Night	\$1,000
Lanark Family Day	\$1,000
Parent Resource Center supplies	\$356.29
Total	\$117,467.29

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	470400.0

Provide a brief explanation and a breakdown of expenses.

Identified Need/Planned Expenditure	Estimated Amount Allocated for Need
Substitutes for new employees to attend 7 Habits training (8 employees x \$65 per day x 2 days)	\$1,500.00
Travel and lodging for professional development	\$2,000.00
Registration for professional development sessions	\$1,204.00
Total	\$4,704.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.

NA

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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

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.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

n/A

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 Primary School will conduct a Title I meeting to inform parents of the requirements of the Every Student Succeeds Act. Information will be given to parents that explain the requirements of Title I in regards to our school's participation. Parents will have an opportunity to learn about Prattville Primary being a School Wide Title I school, highly effective teachers and how to request those qualifications in writing, School-Parent Compact, the LEA Parental Involvement Plan, the Title I Plan, and specific discussion about the Continuous Improvement Plan and how it relates to Prattville Primary.

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 school will schedule the annual meeting to inform parents of our Title I participation. These meetings during the year will include areas that were brought to the school's attention. These items will include but are not limited to; grading procedures, testing/assessment requirements and social aspects of school. With the goal being to increase participation we try to offer a variety of reasons to come to the school. 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 by survey. They will meet three times a year to discuss the plans in the CIP and how the school is reaching the goals stated. The funds allocated for Parental Involvement will be used to increase Parental Involvement at Prattville Primary School. Consideration will be given to the Parent Advisory Committee and The Leadership Team.

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, school website, teacher web pages, facebook, 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 the 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, and to provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. The student agrees to do their homework, read at least 20 minutes a day, and give parents or adult who is responsible for their wellness all notices and information received from school. The parent agrees to monitor attendance, make sure homework is completed, monitor the amount of television their children watch, volunteer in the classroom, participate in decisions relating to their child's education, and promote positive use of their child's extracurricular time.

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

Parental dissatisfaction with the aCIP should be addressed by submitting 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)

Parents are invited to attend Parent Meetings that address the Title One requirements and academic/social development of their children.

Parent conferences are flexible; teachers and faculty are available upon request to assist parents in the understanding of individual student results. Materials purchased will be located in the Parent Resource Room. Computers are available for parent use in the computer lab. 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: school messenger, school newsletters, school facebook page, calendars, report cards, progress reports, weekly folders, teacher web pages, and school websites.

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. Every possible effort is made to keep communication between parents and the school open. Certain events are held at night with teachers present to facilitate teacher accessibility.

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 encouraged to visit throughout the school year. During the first week of school parents are welcomed to the school to encourage assisting in the transition period from home to school. Throughout the year family nights are held to encourage parents/guardians visiting the school and feeling welcomed.

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)

Many methods are used to keep parents informed of upcoming events; school messenger, school newsletters, calendars, report cards, progress reports, weekly folders, teacher web pages, and school website.

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)

Parents who express a need from the school will receive full support from the staff. Every effort is made to either assist the parent in the manner needed or to refer the parent to the correct person. The counselors, bookkeeper, secretary, nurse, lunchroom staff, custodians, teachers and administrators all work diligently to ensure that all needed support is given 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 home language is other than English, our ELL coordinator follows a set of written procedures. ESL/ELL 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 possible. 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 can understand.