



ACIP

Rachel Patterson Elementary School

Escambia County Board of Education

Mr. John Brantley
1102 West Craig Street
Atmore, AL 36502

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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?

Rachel Patterson Elementary School (RPES) is located in Atmore, Alabama. Atmore's population is approximately 10,194. Our school is part of the Escambia County Public School District. The school district serves eleven schools and over 4,000 students. RPES is proud to offer a challenging curriculum to approximately 500 students in grades PK-3. There has been an increase in our student enrollment due to the merge of Rachel Patterson and A.C. Moore. We added grades PK and 3rd Grade. We are a small school with a big heart. Our faculty and staff are quintessential professionals committed to exhausting all resources available to equip each student with the skills necessary to become productive counterparts of society. Our school is fully accredited by AdvancED (Southern Association of Colleges and Schools and The Council on Accreditation and School Improvement (SACS/CASI)). To be accredited, a school must meet strict quality assurance standards. RPES has consistently met these standards for 28 years (since 1989).

"Children Come First" at RPES. Our faculty and staff are dedicated to providing a quality education for the whole child. We strive to address each child's academic, social, physical, emotional, and moral development. Our goal is to provide programs and services that enhance the strengths and meet the individual needs of each student. The academic atmosphere is strengthened by the cooperative efforts of home, school, and community. We are a Title I school. Approximately, 87% of our students receive free and reduced lunch. In addition, our teacher/student ratio is 18:1. Our demographics include 78% African-American, 16% Caucasian, 3% Hispanic, 1% American Indian, and 2% two or more races.

RPES is a Professional Learning Team (PLT) that consists of a multitude of stakeholders who each take part in ensuring the success of all students. The school has been fortunate to assemble a strong core of educators who are 100% highly qualified and committed to a program of excellence. Our RPES family consist of two administrators, one instructional coach, twenty-nine classroom teachers, one counselor, two media specialists, three PK-3 special education teachers, one speech pathologist, one music teacher, two physical education specialists, one special education paraprofessional, four computer lab paraprofessionals, two bookkeepers/secretary, two office aides, one nurse, one cafeteria manager, six cafeteria workers, and four custodians. RPES is home to thirty-four certified personnel and sixteen support personnel. Several turnovers have occurred at RPES over the last four years due to, budget cuts, retirements, and system transfers. As a PLT, we are committed to providing each student a formal education that represents love, respect, hope, and excitement about learning. We believe our students will reach their highest potential in a safe and positive learning environment that promotes a partnership between teachers, parents, community stakeholders, and school leaders.

RPES is proud to be an ARI (Alabama Reading Initiative) school. The conceptual frameworks of these two initiatives foster academic success in all students by providing learning experiences that are engaging and that utilize best practices. Students participate in a variety of learning activities and experiences on a daily basis that challenge and motivate them to success. Student success is first priority at RPES. This is evident by the teachers' continued use of student data to drive instruction. Over the last four years, our kindergarten students received some of the highest DIBELS scores in the district. Our first grade students made significant gains in reading and exceeded the state's goal. Our second grade students made some gains in reading and math. For the past three years, the school-wide discipline at RPES has decreased tremendously. This can be attributed to our teachers and students buying into our school-wide discipline model program, "Perfect Panda".

Our school offers a variety of programs to meet the individual needs of our students. These programs include: Star Student, School-Based Mental Health Intervention, Redemption's Promise Ministry OUTREACH (RPM), Jump Start, Title I After School, and Title I Summer School. We seek to not only provide our students with various educational programs, but learning experiences beyond the confines of the school campus. Our students are afforded the opportunity to travel and experience cultural aspects near and far. In past years, our students have participated in numerous educational field trips. These trips included: the Birmingham Children's Theatre play hosted at Jefferson Davis Community College, the Poarch Band of Creek Indians Indian Festival, the Wind Creek Entertainment Center, and the Gulf Coast Exploreum Science Center.

Instructional technology is vital at RPES. All classrooms are equipped with 21st century technologies. These technologies include desktop computers, Smart Boards, Interactive Smart Board tables, LCD projectors, iPads, and Kindle tablets. Our teachers use instructional technology on a daily basis to enhance their classroom instruction. All students are exposed to these technologies during reading, literacy centers, computer, music, library, guidance, math, and social studies/science.

Our school is in close proximity to the Poarch Band of Creek Indians. Our school has benefited tremendously from their continued support of public education and their Educational Endowment Program. In 2010, RPES received an educational grant of \$77,000. In 2013, our school received a grant in the amount of \$117,134.75. In 2015, our school received an educational endowment grant in the amount of \$30,152.44. These monies were used to fund our safety initiative, technology initiative, and school improvement initiative. Several safety devices and procedures have been put into place since the approval of these funds in 2013. As of today, all exterior and interior (classroom) doors are closed and locked throughout the school day. A state of the art surveillance system has been installed to monitor key facets of the interior and exterior grounds of the school. Surveillance monitors were placed in the principal's office and the assistant principal's office to ensure students' safety at all times of the school day. Desktop monitors were installed in the front office and the assistant principal's office to communicate with parents and visitors seeking entrance into the school. All visitors must be buzzed into the building and must present photo identification to office staff. Visitors must sign-in and attach a visitor's pass to clothing before visiting classrooms or conferencing with their child's teacher. The Educational Endowment Program enabled our school to develop a fully functional Interactive SMART Board Lab. The Interactive Lab is equipped with five interactive SMART Board tables for students to experience hands-on/minds-on learning. Additional iPads, SMART Boards, and document cameras were purchased for the classrooms in order to fulfill our technology initiative. The grant also purchased new kindergarten tables and chairs for our school improvement initiative. Each kindergarten teacher received three age-appropriate student tables and a classroom set of matching chairs.

Parent and Family Engagement and community stakeholder support are key components to the academic success of the students at RPES. Our Partners in Education play a crucial role in helping us address our students' needs and providing them tangible rewards for academic and behavioral achievements. Our Partners in Education include: Poarch Band of Creek Indians, Walgreens, Sonic, KFC, Hardees, Arby's, Burger King, McDonalds, United Methodist Church of Atmore, First Baptist Church of Atmore, Community Friendship Club of Mt. Pisgah Missionary Baptist Church, and a host of RPES parents. Our parents and community stakeholders are afforded many opportunities to play a vital role in bridging the gap between home and school. Parents and stakeholders are encouraged to participate in the educational process of our students by assisting with academics, serving on various school committees, attending school events, and volunteering when needed. The following events are held annually at RPES to promote parent and community stakeholder involvement: Meet and Greet, Open House, Kindergarten Orientation, Grandparent's Day, Annual Title I Parent Meeting, Statewide Parenting Day, Thanksgiving Luncheon, Christmas Luncheon, Christmas Program, PTO Meetings, Black History Program, Spring Parent/Teacher Conferences, Annual Egg Hunt, Field Day, Kindergarten and Second Grade Graduations, and Awards Day Ceremonies at the end of each nine weeks.

Our RPES faculty and staff work unremittingly to educate our students' heart and mind. We strive each day to develop motivated, life-long learners. Whether preparing our students for college or a career in the work force, we are committed to equipping them with the skills necessary to compete globally in order to take their respective places in society as a valuable asset to their community.

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.

Mission Statement

Rachel Patterson Elementary School's (RPES) faculty and staff are dedicated to providing a quality education for the whole child. We strive to address each child's academic, social, physical, emotional, and moral development. Our goal is to provide programs and services that enhance the strengths and meet the individual needs of the students. Our academic atmosphere is strengthened by the cooperative efforts of home, school, and community. We believe our students will reach and exceed these goals as a result of our commitment to provide a safe and positive environment that creates excitement about learning and includes assistance and accountability from our students, our students' parents, our faculty and staff, and an invested interest from our community leaders and stakeholders.

Our purpose is to provide each student at RPES with the best educational experience possible. Each student is educated by a 100% highly qualified faculty and staff. Our faculty has high expectations for our students. These expectations are evident in every educational decision. Academic achievement is top priority at RPES. Our faculty and staff take great pride in educating our leaders of tomorrow. All of our teachers implement research-based reading and math programs and best practices on a daily basis to address students' individual needs.

Data are key at RPES. Student data drive our instruction in the classroom. Our teachers use a variety of instructional strategies to help our students succeed. Our teachers use differentiated instruction, partner reading, literacy centers, instructional technology, progress monitoring, instructional assistance, Response to Intervention (RTI), and professional development opportunities to provide students with the skills necessary to master benchmark goals.

RPES is a small school with a big heart. Our goal is to touch the lives of each child that enrolls in our school. We petition to leave a positive, lasting impression on our students, parents, and visitors with each visit to our campus. Our faculty, staff, and students love our school and display this affection through keeping it clean and showing an overwhelming amount of school spirit. This pride is communicated by faculty and staff, students, parents, and community stakeholders.

RPES seeks to provide each student with a challenging curriculum to prepare them for college and/or career ready endeavors. We foster an atmosphere that teaches appreciation for diverse cultures. We strive to promote a nurturing learning environment that fosters mental and physical well-being. RPES's faculty values and is committed to a program of excellence. Our faculty and staff are committed to tailoring instructional strategies, addressing learning styles during instruction, and developing strategic lessons that provide students every opportunity to succeed. As educators, we seek to prepare all students to reach their full potential as life-long learners in order to foster a humane, global society.

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.

Notable Achievements

- (1) Accredited through AdvancED/Southern Association of Colleges and Schools/Council of Accreditation and School Improvement (SACS/CASI) (1989-2015)
- (2) Alabama Reading Initiative School (ARI)
- (3) Alabama Reading First Initiative School (ARFI)
- (4) 100% Highly Qualified Staff
- (5) College and Career Ready Implementation
- (6) Alabama Math, Science, and Technology (AMSTI) Initiative Implementation
- (7) Poarch Band of Creek Indians Grant/Educational Endowment Program~ 2010 (77,000), 2013 (117,134.75), and 2015 (30,152.44)
- (8) Interactive SMART Board Tables Lab
- (9) Three Computer Labs
- (10) 21st Century Technology in all Classrooms
- (11) Active Parent/Teacher Organization (PTO)
- (12) Field Trips to Jefferson Davis Community College, the Poarch Band of Creek Indians Indian Festival, the Wind Creek Entertainment Center, and the Gulf Coast Exploreum Science Center
- (13) After School Tutoring Program
- (14) Summer School Enrichment Program
- (15) Teacher Mentoring Program
- (16) Low School-Wide Discipline
- (17) High Daily Attendance Rate (Students)
- (18) Incentive Programs for Students (Perfect Panda) and Teachers (Panda Pride)

Academic Achievements

- (1) Higher DIBELS scores than the district average in kindergarten for three consecutive years: 2013-2014, 2014-2015, 2015-2016
- (2) First Grade exceeded the state benchmark goals on the STAR Early Literacy assessment with 81% at/above benchmark, 15% on watch/intervention, and 4% urgent intervention. 2014-2015
- (3) Kindergarten exceeded the state benchmark goals on the DIBELS assessment in Letter Naming Fluency (LNF) with 90% core/benchmark, 4% strategic, and 6% intensive. 2014-2015
- (4) Kindergarten exceeded the state benchmark goals on the DIBELS assessment in Nonsense Word Fluency (NWF)/Words Read Correctly (WRC) with 96% core/benchmark and 4% intensive. 2014-2015
- (5) Kindergarten exceeded the state benchmark goals on the DIBELS assessment in Nonsense Word Fluency (NWF)/Correct Letter Sounds (CLS) with 84% core/benchmark, 2% strategic, and 13% intensive. 2014-2015
- (6) First Grade exceeded the state benchmark goals on the DIBELS assessment in Nonsense Word Fluency (NWF)/Words Read Correctly (WRC) with 91% core/benchmark, 7% strategic, and 2% intensive. 2014-2015
- (7) First Grade exceeded the state benchmark goals on the DIBELS assessment in Oral Reading Fluency (ORF) with 85% core/benchmark, 7% strategic, and 9% intensive. 2014-2015

Areas of Improvement

- (1) Decrease Number of Bus Referrals
- (2) Increase second grade Oral Reading Fluency (ORF) scores on the DIBELS assessment. Second grade students scored below the benchmark goal of 80% core/benchmark, 15 strategic, and 5% intensive with 71% core/benchmark, 12% strategic, and 17% intensive. 2014-2015
- (3) Increase Kindergarten STAR Early Literacy scores from 72% at/above benchmark, 24% on watch/intervention, and 3% urgent intervention to 80% at/above benchmark, 15% on watch/intervention, and 5% urgent intervention. 2014-2015
- (4) Increase second grade STAR Reading scores from 51% at/above benchmark, 36% on watch/intervention, and 13% urgent intervention to 80% at/above benchmark, 15% on watch/intervention, and 5% urgent intervention. 2014-2015
- (5) Increase second grade STAR Math scores from 52% at/above benchmark, 38% on watch/intervention, and 11% urgent intervention to 80% at/above benchmark, 15% on watch/intervention, and 5% urgent intervention. 2014-2015

Additional Information

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

Rachel Patterson Elementary School (RPES) is a small (PK-3) school with a big heart. Currently, we have two Pre-K, seven kindergarten, seven first grade, seven second grade and six third grade classes. Our school is a great place to learn for our students as well as a great place to work for our faculty and staff. RPES has 17 certified personnel with BS degrees, 13 certified personnel with MS degrees, 1 certified personnel with an Ed.S degree with A.A. endorsement, and 1 certified personnel with an Ed.D degree. The faculty and staff are committed to educating the whole child and providing programs and services that meet the individual needs of each student. Our Title I After School Program focuses on providing intensive, explicit instruction to students performing below grade level in reading and math. Strengthening students' reading skills and abilities is our goal at Rachel Patterson Elementary School. For Christmas, each student receives a grade level appropriate storybook to encourage a love for reading, to build home libraries, and to promote daily reading with parents. Occasionally, storybooks are given to students as "Perfect Panda" prizes. On the last day of school, our school partners with the Escambia County Public Library to encourage reading over the summer. Students are given reading packets and reading logs to promote a love for reading and to increase reading skills over the summer break. In August, students are asked to turn in their reading logs. Each summer reading participant is rewarded and a group picture is placed in the local newspapers, uploaded to the school's website, and displayed on the school's reading bulletin board. Parental support is key at Rachel Patterson Elementary School. Our school has an active Parent-Teacher Organization (PTO) with a president, vice president, secretary, treasurer, and a myriad of PTO volunteers. Our PTO meets regularly and supports numerous educational programs throughout the school year. Our guidance counselor implements a character education program that focuses on specific character traits approved by the State Department of Education. The counselor recognizes one "Star Student" for positive behavior and good citizenship each month from each homeroom. Each "Star Student" receives a certificate and a special prize. "Star Student" pictures are placed in the local newspapers, on the school's website, and on the school's "Pandas in the News" bulletin board.

For Additional Information: Please visit our school website at www.escambiak12.net

Click on schools

Click on Rachel Patterson Elementary School

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Continuous Improvement Plan (CIP) committee developed a new plan in Assist during the 2016-2017 school year and revised the Assist Continuous Plan (CIP) during the 2017-2018 school year. The CIP committee included the principal, assistant principal, counselor, teachers, school specialists, parent representatives, community stakeholders, and students. The committee was selected in a fair and equitable manner by the principal as a representation of the school's ethnic, racial and economic community. Each committee member was knowledgeable of his/her role on the committee and ability to effectively work together, develop a consensus, and make sound decisions based on data and school performance. The Continuous Improvement Plan (CIP) committee met on a regular basis throughout the school year from 3:20 - 4:20 PM. Faculty meetings were used to discuss the CIP and its progress with faculty, staff, parents, and stakeholders. Email was used as a means of communicating and sharing information with committee members during the school day and throughout the work week. A CIP work day was conducted during the summer from 8:00 AM - 3:00 PM to accommodate stakeholders' schedules and provide a full day of planning.

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

The Continuous Improvement Plan (CIP) committee included the principal, assistant principal, counselor, teachers, school specialists, parent representatives, community stakeholders, and students. The committee was selected in a fair and equitable manner by the principal as a representation of the school's ethnic, racial, and economic community. The committee members divided

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

...

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	RPES student performance data document attached	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.	Test Administration	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

In 2016-2017, DIBELS Next assessments and goals were used for the first time. Therefore, results revealed no areas above the expected level of performance. The school-wide goal for DIBELS for the 2016-2017 school year was 80% core, 15% strategic, and 5% intensive. An analysis of the All Grades Status Report indicated that the overall scores school-wide for DIBELS was 80% core, 7% strategic, and 13% intensive. Kindergarten exceeded the goal in Letter Naming Fluency (LNF) with 90% core, 4% strategic, and 6% intensive. Kindergarten also exceeded the goal in Nonsense Word Fluency (NWF) with 84% core/benchmark, 2% strategic, and 13% intensive. First grade exceeded the goal in NWF (WRC) with 91% core, 7% strategic, and 2% intensive. First grade also exceeded the goal in ORF with 85% core, 7% strategic and 9% intensive.

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

Second grade ORF-Accuracy improved in 2016-2017 to 60% core from 55% core in 2015-2016.

Which area(s) indicate the overall highest performance?

The overall highest level of performance was in second grade ORF-Accuracy. It increased 5% from 55% in 2015-2016 to 60% in 2016-2017.

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

Data from the first grade DIBELS Next report distribution indicated a trend toward increased performance from 2016 to 2017 in Nonsense Word Fluency - CLS (NWP-CLS) among American-Indian students from 33% established, 0% emerging and 67% deficit to 40% established, 40% emerging and 20% deficit. Students in the subgroup of Two or More Races also increased performance in Nonsense Word Fluency Words Read Correctly from 50% in spring 2015 to 67% in spring 2016. This subgroup also improved performance in Oral Reading Fluency from 50% in spring 2016 to 67% in 2017.

Data from the second grade DIBELS and DIBELS Next distribution reports show a slight increase in performance from 2016 to 2017 in Oral Reading Fluency-Words Correct among African-American students from 70% core in spring 2016 to 71% core in spring 2017.

Between which subgroups is the achievement gap closing?

RPES began using DIBELS Next in 2015-2016 which has more rigorous goals than DIBELS 6th Ed. Therefore, this change made the Student Performance Diagnostic achievement gap more difficult to close in all subgroups. Furthermore, all DIBELS 6th edition benchmark goals increased between the 2015-2016 and 2016-2017 school year, which also made the achievement gap harder to close in all subgroups.

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

Evidence discussed in the Areas of Notable Achievement can be further supported through the assessment data found within the STAR Early Literacy Reports, the DIBELS Comparisons Document, and the DIBELS Subgroup Reports for Rachel Patterson Elementary School.

Areas in Need of Improvement

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

The school-wide goal for DIBELS Next for the 2015-2016 school year was 80% benchmark, 15% strategic, and 5% intensive.

Kindergarten students'

Letter Naming Fluency (LNF) - 66% core, 12% strategic, and 16% intensive

Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) scores were 52% core, 17% strategic, and 17% intensive.

First grade students' Oral Reading Fluency (ORF) scores were 53% core, 26% strategic, and 21% at intensive.

Second grade students' Oral Reading Fluency (ORF) scores were 69% core, 13% strategic, and 19% at intensive.

Kindergarten students scored 37% at/above benchmark, 32% on watch/intervention, and 31% urgent intervention on the STAR Early Literacy assessment. First grade scored 49% at/above benchmark, 34% on watch/intervention, and 17% urgent intervention.

Second grade scored 65% at/above benchmark, 29% on watch/intervention, and 5% urgent intervention on the STAR Reading assessment.

Second grade scored 46% at/above benchmark, 38% on watch/intervention, and 16% urgent intervention on STAR Math.

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

Test results indicated a negative trend among Kindergarten students in the area of reading. There was a decrease from 84% core to 66% core in Nonsense Word Fluency (NWF - CLS). Test results also indicate a negative trend among First grade students with a decrease from 85% to 53% in Oral Reading Fluency (ORF) and among second grade students with a decrease from 71% core to 69% core in Oral Reading Fluency (ORF).

Which area(s) indicate the overall lowest performance?

The overall lowest performance was first grade ORF. Only 53% of first grade students met or exceeded the core goal in ORF.

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

After evaluating the subgroup data, students who were in kindergarten during the 2015-2016 school year, then first grade during the 2016-2017 school year showed a trend of decreasing performance in reading. Female students' Nonsense Word Fluency (NWF) scores decreased from 89% core and 1% strategic and 10% intensive to 54% core, 32% strategic, and 13% intensive. Male students' NWF scores decreased from 79% core, 3% strategic, and 18% intensive to 57% core, 24% strategic, and 19% intensive. Black students' NWF scores decreased from 82% core and 3% strategic and 15% intensive to 58% core, 25% strategic, and 17% intensive. White students' NWF scores decreased from 86% core and 14% intensive to 45% core and 40% strategic and 15% intensive.

Fluency (ORF) from 88% core, 5% strategic, and 8% intensive to 69% core, 15% strategic, and 15% intensive. Male students ORF scores decreased from 82% core, 8% strategic, and 10% intensive to 68% core, 10% strategic, and 22% intensive. White students' ORF scores decreased from 89% core, 4% strategic, and 7% intensive to 68% core, 16% strategic, and 16% intensive. Black students' ORF scores decreased from 85% core, 2% strategic, and 8% intensive to 71% core, 11% strategic, and 18% intensive.

Between which subgroups is the achievement gap becoming greater?

All DIBELS Next benchmark goals increased between the 2015-2016 and 2016-2017 school year, causing the achievement gap to become greater in all subgroups.

The achievement gap is becoming greater in students who were in kindergarten during the 2015-2016 school year that transitioned to first grade during the 2016-2017 school year. Nonsense Word Fluency (NWF-CLS) showed a decrease from 86% to 45% for white students, 82% to 58% for black students, 89% to 54% for female students, 79% to 57% for male students and 100% to 40% for American Indian students.

The achievement gap is becoming greater in students who were in first during the 2015-2016 school year that transitioned to second grade during the 2016-2017 school year. Oral Reading Fluency (ORF) showed a decrease from 88% to 69% for female students and 82% to 68% for male students.

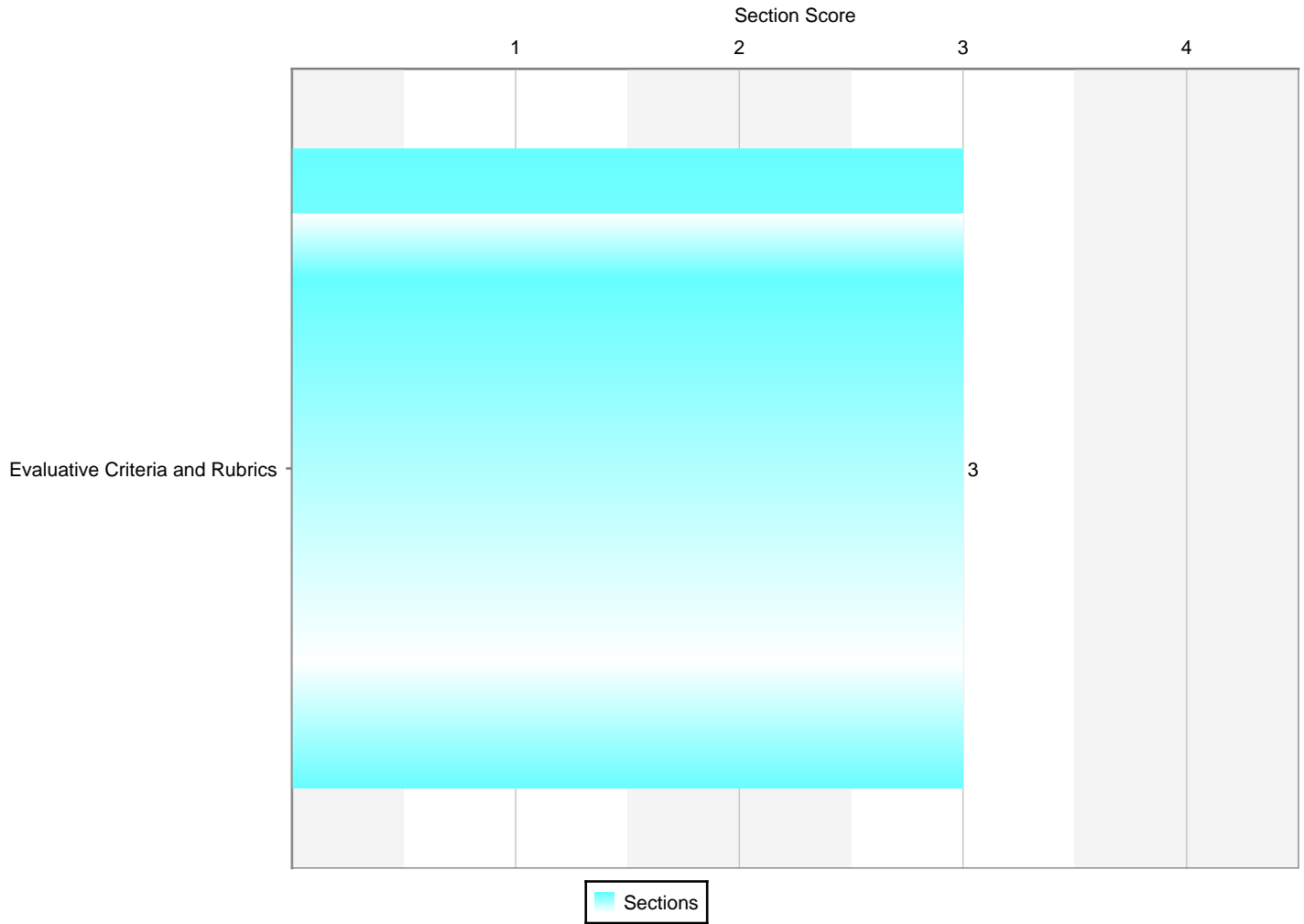
Which of the above reported findings are consistent with findings from other data sources?

Kindergarten, first, and second grade performed below standards on both the STAR and DIBELS assessments.

Evidence discussed in the Areas in Need of Improvement can be further supported through the assessment data found within the STAR Reports, the DIBELS Comparisons Document, and the DIBELS Subgroups Reports for Rachel Patterson Elementary School.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

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		RPES #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	Mona Simmons Human Resources 301 Belleville Ave. Brewton, AL 36426 (251) 867-6251	#3 RPES

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		

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Rachel Patterson Elementary School

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		HR Info Policy Parent Engagement 2017- 2018 Parent Compact 2017-2018

2017-18 Plan for ACIP

Overview

Plan Name

2017-18 Plan for ACIP

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	Develop proficient reading students	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$125715
2	Develop proficient math students	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$39000
3	Rachel Patterson Elementary School will provide a safe environment conducive to learning	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$14020
4	Achieving English Language Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Develop proficient reading students

Measurable Objective 1:

52% of All Students will demonstrate a proficiency to meet the student's annual growth target in Reading by 05/25/2018 as measured by the end of the year student performance on the Scantron assessment results. .

Strategy 1:

Reading Fluency and Comprehension - Teachers will implement the Scott Foresman Reading Street curriculum to fidelity each day to increase students' reading fluency, vocabulary, and comprehension skills.

Category:

Research Cited: National Institute for Literacy at ED pubs. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, MD

Activity - Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading walk throughs will be conducted on a regular and as needed basis. The principal, assistant principal, and Reading Specialist will observe classes for evidence of implementation of the curriculum, student engagement, classroom/instructional organization, (up-to-date) lesson plans, and etc. Teachers will receive feedback from walk throughs in a timely manner. Instructional support will be provided by the Reading Specialist and mentor teachers, as needed.	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Assistant Principal, Reading Specialist

Activity - Instructional Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive instructional support from the four instructional aides (2.5 FTE) on a daily basis. The instructional aides will provide students with instructional support during Tier II instruction. The instructional aides will receive training and support from the instructional coach to distinguish instructional roles in the classroom. The instructional aides will provide support to the classroom teachers by working with groups of students who need additional support in reading. The reading levels, skills, and groups will be determined by the classroom teacher.	Academic Support Program	08/09/2017	05/25/2018	\$75895	Title I Part A	Principal, Assistant Principal, Reading Specialist, Teachers, Instructional Aides, Non-Homeroom Teachers

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Rachel Patterson Elementary School

All students at Rachel Patterson Elementary School will be exposed to 21st century technologies. These technologies include: Smart Boards (Interactive White Boards), LCD Projectors, Desktop Computers, and iPads.. These technologies will be used on a daily basis to enhance instruction and to access the Scott Foresman Reading Street on-line resources. Teachers will utilize these technologies to engage students in a variety of reading activities. Students will use the instructional technologies to access reading tests, complete AR tests, and engage in other hands-on reading activities (educational games). Subscriptions to Accelerated Reader, Study Island, and Lexia are included.	Academic Support Program	08/09/2017	05/25/2018	\$31167	Title I Part A	Principal, Assistant Principal, Reading Specialist, Teachers
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Activity - Choral Reading and Comprehension Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read chunks of text during the 2nd or 3rd read during small group instruction (Tiered Instruction) to improve students' reading fluency, vocabulary, and reading comprehension skills. Teachers will provide students opportunities to practice and receive instructional support of reading skills before reading texts and passages independently. Teachers will model fluent reading for students to imitate. Teachers will use choral reading to improve fluency of high frequency words, build students' self-confidence, and increase students' volumes of reading. Students will read and reread texts for fluency and comprehension as well as an understanding of the big idea and essential questions. Students will look for key words, word meanings, context clues, and connections to other text during the reading process to promote comprehension of text. Leveled text and passages will be used to assist students with comprehension and fluency skills of texts during independent practice. Use of the Comprehension Toolkit for second and third grades.	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Assistant Principal, Reading Specialist, Teachers

Strategy 2:

Record and Track Student Progress Towards Goal (Progress Monitoring) - Intensive Instruction/Intervention - Provide explicit, systematic, intensive instructions and interventions to students performing below the goal by targeting the problem, addressing the need, providing instructional support, and monitoring student progress on a regular basis to improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Department of Education (2009). Response to Instruction: Alabama's Core Support for all Students. Montgomery, Alabama

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data will be analyzed at grade-level data meetings. Each grade-level will meet on a monthly basis to discuss student data, student progress, and effective instructional strategies. Teachers will identify students in need of instructional support and develop action plans to match instruction and meet students' individual needs. Teachers or grade-levels in need of instructional support will be provided that support and/or professional development by the Reading Specialist, lead teachers, or principal appointee during data meetings, as needed.	Professional Learning	08/09/2017	05/25/2018	\$2500	Title I Part A	Principal, Assistant Principal, Reading Specialist, Teachers

ACIP

Rachel Patterson Elementary School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use DIBELS progress monitoring booklets and Reading Street materials to assess student progress. Student data will be used to drive teachers' instruction. Teachers will progress monitor students according to the progress monitoring schedule. The schedule is as follows: Benchmark (Monthly), Strategic (Bi-Weekly), and Intensive (Weekly). Kindergarten and first grade teachers will monitor students' progress using DIBELS (progress monitoring), Chalkable assessments, and reading assessments. Second grade teachers will monitor students' progress using DIBELS (progress monitoring), Chalkable assessments, and reading assessments. Teachers in third grade will progress monitor students in ORF (oral reading fluency). Teachers in third grade will screen and track progress in reading with Chalkable assessments three times per year. Title I funds will be used to purchase instructional supplies (copier toner, copy paper) for copying progress monitoring booklets.	Academic Support Program	08/09/2017	05/25/2018	\$5000	Title I Part A	Principal, Assistant Principal, Reading Specialist, Teachers

Activity - Summer School Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not make adequate progress during the school year will be referred for summer school. Students will receive instructional support from the summer school teachers. The Summer School program will be operated four days a week for four hours a day for four weeks. Parents will be responsible for transporting their child to and from the extended programs.	Academic Support Program	06/04/2018	06/29/2018	\$6153	Title I Part A	Principal, Assistant Principal, Summer School Teachers

Strategy 3:

Professional Development - Administration and teachers will participate in professional learning opportunities.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Conferences/workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Registration fees and travel expenses will be paid for teachers to attend professional development workshops to increase professional learning relative to their position.	Professional Learning	08/09/2017	05/25/2018	\$5000	Title I Part A	Principal, Assistant Principal, Teachers

Goal 2: Develop proficient math students**Measurable Objective 1:**

45% of All Students will demonstrate a proficiency to meet the student's annual growth target in Mathematics by 05/25/2018 as measured by end of the year student performance on the Scantron assessment results. .

Strategy 1:

Math Facts Fluency - Math Facts Fluency - Provide opportunities for students to improve fluency of math facts based on math assessments.

Category:

Research Cited: Common Core Standards Writing Team. (2011). Progressions for the Common Core State Standards in Mathematics.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment data (math data, Engage New York, Go Math) along with classroom math facts data will be analyzed at the monthly data meetings to identify students in need of instructional support in math. Assessment results will be used to develop action plans and determine instructional strategies to improve math proficiency and increase math scores.	Academic Support Program	08/09/2017	05/25/2018	\$2500	Title I Part A	Principal, Assistant Principal, Instructional Coach, Teachers

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for students to increase math proficiencies in math facts through drill and practice exercises. Imagine Math will be purchased and used during computer time to reinforce fluency of math facts. Imagine Math will be used as a progress monitoring tool to monitor students' progress in the program. Students will be assessed on math facts once a week by the math teacher. Math manipulatives will be purchased and used to provide hands-on learning for all students and students who struggle to master the math standards and math concepts. Technology (iPads, SMART Boards, desktop computers, projectors) will be used to enhance math instruction and address various learning styles through educational math games. Title I funds will be used to purchase Imagine Learning subscription and math manipulatives,	Academic Support Program	08/09/2017	05/25/2018	\$9500	Title I Part A	Principal, Assistant Principal, Math Teachers, Instructional Aides

Strategy 2:

Math Standards (CCRS) - Math Standards - Implement math standards to fidelity through explicit instruction in order to increase students' proficiencies on math assessments.

Category:

Research Cited: Common Core Standards Writing Team. (2011). Progressions for the Common Core State Standards in Mathematics.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will provide small group/differentiated instruction on a daily basis for students performing below grade-level in math. Teachers will implement the Go Math and/or Engage NY curriculums each day. New teachers will receive instructional (math) support from mentor teachers, as needed. Students who do not respond to the Tier I Go Math and/or Engage NY curriculums will be referred to the Problem Solving Team for math intervention. Rtl students will receive thirty minutes of explicit and intensive instruction in a small group setting using the Go Math and/or Engage NY (Reteach) intervention resources. Teachers will provide follow-up information to the Problem Solving Team on Rtl students' progress in math during monthly data meetings. Student progress will be monitored using Chalkable assessments.</p>	<p>Academic Support Program</p>	<p>08/09/2017</p>	<p>05/25/2018</p>	<p>\$27000</p>	<p>Title I Part A</p>	<p>Principal, Assistant Principal, Math Teachers, Problem Solving Team</p>
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Goal 3: Rachel Patterson Elementary School will provide a safe environment conducive to learning

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/01/2018 as measured by discipline reports, PBS reports, parents surveys, needs assessment, and safety inspections..

Strategy 1:

Perfect Attendance Pandas - "PAPS" Rewards Program - Based on nine week attendance reports, students will be rewarded in the form of awards and/or gift certificates to local restaurants and businesses for perfect monthly attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive Behavior Supports Strategies (PBS)

Activity - Perfect Attendance Pandas - "PAPS" Rewards Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Every nine week grading period, students with perfect attendance will be rewarded with "PAPS" (perfect attendance pandas) prizes in the form of awards and/or gift certificates to local area restaurants and businesses to encourage an increase in student attendance. Moreover, local media will be asked and encouraged to cover the program in the news and to publish photos to feature students who achieved "PAPS Award" status for each grading period. To reinforce the importance of school and daily attendance, communication folders will be purchased and used to send test papers, newsletters, and important notes home to parents. The parent center will also be updated with relevant parental informational flyers and literature.</p>	<p>Behavioral Support Program</p>	<p>08/09/2017</p>	<p>05/25/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers, non-homeroom teachers, administration, counselors, instructional coaches, and school administrative staff.</p>

Strategy 2:

Maintain a Positive and Safe Learning Environment - Positive relationships with parents and families, interventions for adverse student behaviors, new teacher

mentoring, and ensuring a smooth transition to Middle School will ensure a positive and safe learning environment.

Category: Develop/Implement Student and School Culture Program

Activity - Increase communication with parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contact with parents will be made regularly regarding events and occurrences at RPES. All effort will be made to increase family engagement and contact with parents of at-risk students through a school Facebook page, the SchoolCast system and parent communication folders. Parents will also have items available in the parent resource center.	Parent Involvement	08/09/2017	05/25/2018	\$2020	Title I Part A	All Staff
Activity - Transition Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition: From elementary school to middle school. 3rd grade tour of the middle school.	Career Preparation/Orientation	08/09/2017	05/25/2018	\$0	No Funding Required	Administration
Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new/novice teachers will be supported through the teacher mentoring program. Mentoring surveys will be given out at the beginning, middle, and end of the year. Teachers will keep a mentoring log of meetings that will include lesson planning, grading assessment guidelines/strategies, resources, and questions.	Professional Learning	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers

Strategy 3:

Student Support Services - Students support services will be provided to assist at-risk students and prevent dropouts.

Category: Develop/Implement Learning Supports

Activity - Behavior Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstrating adverse behaviors that affects their learning.	Behavioral Support Program	08/09/2017	05/25/2018	\$12000	District Funding	Teachers, Counselors, and Administrators

Goal 4: Achieving English Language Proficiency

Measurable Objective 1:

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance. .

Strategy 1:

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL studnets and keep parents informed of student progress

Category: Develop/Implement Learning Supports

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	All teachers
Activity - Providing Information to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	\$0	No Funding Required	All teachers and school administration

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
Transition Strategies	Transition: From elementary school to middle school. 3rd grade tour of the middle school.	Career Preparation/Orientation	08/09/2017	05/25/2018	\$0	Administration
Providing Information to Parents	The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	\$0	All teachers and school administration
Teacher Mentoring	All new/novice teachers will be supported through the teacher mentoring program. Mentoring surveys will be given out at the beginning, middle, and end of the year. Teachers will keep a mentoring log of meetings that will include lesson planning, grading assessment guidelines/strategies, resources, and questions.	Professional Learning	08/09/2017	05/25/2018	\$0	Teachers
Ensure Academic Success for EL Students	Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0	All teachers
Choral Reading and Comprehension Focus	Students will read chunks of text during the 2nd or 3rd read during small group instruction (Tiered Instruction) to improve students' reading fluency, vocabulary, and reading comprehension skills. Teachers will provide students opportunities to practice and receive instructional support of reading skills before reading texts and passages independently. Teachers will model fluent reading for students to imitate. Teachers will use choral reading to improve fluency of high frequency words, build students' self-confidence, and increase students' volumes of reading. Students will read and reread texts for fluency and comprehension as well as an understanding of the big idea and essential questions. Students will look for key words, word meanings, context clues, and connections to other text during the reading process to promote comprehension of text. Leveled text and passages will be used to assist students with comprehension and fluency skills of texts during independent practice. Use of the Comprehension Toolkit for second and third grades.	Academic Support Program	08/09/2017	05/25/2018	\$0	Principal, Assistant Principal, Reading Specialist, Teachers

ACIP

Rachel Patterson Elementary School

Perfect Attendance Pandas - "PAPS" Rewards Program	Every nine week grading period, students with perfect attendance will be rewarded with "PAPS" (perfect attendance pandas) prizes in the form of awards and/or gift certificates to local area restaurants and businesses to encourage an increase in student attendance. Moreover, local media will be asked and encouraged to cover the program in the news and to publish photos to feature students who achieved "PAPS Award" status for each grading period. To reinforce the importance of school and daily attendance, communication folders will be purchased and used to send test papers, newsletters, and important notes home to parents. The parent center will also be updated with relevant parental informational flyers and literature.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	Teachers, non-homeroom teachers, administration, counselors, instructional coaches, and school administrative staff.
Walk Throughs	Reading walk throughs will be conducted on a regular and as needed basis. The principal, assistant principal, and Reading Specialist will observe classes for evidence of implementation of the curriculum, student engagement, classroom/instructional organization, (up-to-date) lesson plans, and etc. Teachers will receive feedback from walk throughs in a timely manner. Instructional support will be provided by the Reading Specialist and mentor teachers, as needed.	Academic Support Program	08/09/2017	05/25/2018	\$0	Principal, Assistant Principal, Reading Specialist
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Intervention Program	Staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstrating adverse behaviors that affects their learning.	Behavioral Support Program	08/09/2017	05/25/2018	\$12000	Teachers, Counselors, and Administrators
Total					\$12000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings	Formative assessment data (math data, Engage New York, Go Math) along with classroom math facts data will be analyzed at the monthly data meetings to identify students in need of instructional support in math. Assessment results will be used to develop action plans and determine instructional strategies to improve math proficiency and increase math scores.	Academic Support Program	08/09/2017	05/25/2018	\$2500	Principal, Assistant Principal, Instructional Coach, Teachers

ACIP

Rachel Patterson Elementary School

Imagine Learning	Teachers will provide opportunities for students to increase math proficiencies in math facts through drill and practice exercises. Imagine Math will be purchased and used during computer time to reinforce fluency of math facts. Imagine Math will be used as a progress monitoring tool to monitor students' progress in the program. Students will be assessed on math facts once a week by the math teacher. Math manipulatives will be purchased and used to provide hands-on learning for all students and students who struggle to master the math standards and math concepts. Technology (iPads, SMART Boards, desktop computers, projectors) will be used to enhance math instruction and address various learning styles through educational math games. Title I funds will be used to purchase Imagine Learning subscription and math manipulatives,	Academic Support Program	08/09/2017	05/25/2018	\$9500	Principal, Assistant Principal, Math Teachers, Instructional Aides
Conferences/workshops	Registration fees and travel expenses will be paid for teachers to attend professional development workshops to increase professional learning relative to their position.	Professional Learning	08/09/2017	05/25/2018	\$5000	Principal, Assistant Principal, Teachers
Progress Monitoring	Teachers will use DIBELS progress monitoring booklets and Reading Street materials to assess student progress. Student data will be used to drive teachers' instruction. Teachers will progress monitor students according to the progress monitoring schedule. The schedule is as follows: Benchmark (Monthly), Strategic (Bi-Weekly), and Intensive (Weekly). Kindergarten and first grade teachers will monitor students' progress using DIBELS (progress monitoring), Chalkable assessments, and reading assessments. Second grade teachers will monitor students' progress using DIBELS (progress monitoring), Chalkable assessments, and reading assessments. Teachers in third grade will progress monitor students in ORF (oral reading fluency). Teachers in third grade will screen and track progress in reading with Chalkable assessments three times per year. Title I funds will be used to purchase instructional supplies (copier toner, copy paper) for copying progress monitoring booklets.	Academic Support Program	08/09/2017	05/25/2018	\$5000	Principal, Assistant Principal, Reading Specialist, Teachers

ACIP

Rachel Patterson Elementary School

Small Group Instruction	Teachers will provide small group/differentiated instruction on a daily basis for students performing below grade-level in math. Teachers will implement the Go Math and/or Engage NY curriculums each day. New teachers will receive instructional (math) support from mentor teachers, as needed. Students who do not respond to the Tier I Go Math and/or Engage NY curriculums will be referred to the Problem Solving Team for math intervention. Rtl students will receive thirty minutes of explicit and intensive instruction in a small group setting using the Go Math and/or Engage NY (Reteach) intervention resources. Teachers will provide follow-up information to the Problem Solving Team on Rtl students' progress in math during monthly data meetings. Student progress will be monitored using Chalkable assessments.	Academic Support Program	08/09/2017	05/25/2018	\$27000	Principal, Assistant Principal, Math Teachers, Problem Solving Team
Instructional Technology	All students at Rachel Patterson Elementary School will be exposed to 21st century technologies. These technologies include: Smart Boards (Interactive White Boards), LCD Projectors, Desktop Computers, and iPads.. These technologies will be used on a daily basis to enhance instruction and to access the Scott Foresman Reading Street on-line resources. Teachers will utilize these technologies to engage students in a variety of reading activities. Students will use the instructional technologies to access reading tests, complete AR tests, and engage in other hands-on reading activities (educational games). Subscriptions to Accelerated Reader, Study Island, and Lexia are included.	Academic Support Program	08/09/2017	05/25/2018	\$31167	Principal, Assistant Principal, Reading Specialist, Teachers
Instructional Assistance	All teachers will receive instructional support from the four instructional aides (2.5 FTE) on a daily basis. The instructional aides will provide students with instructional support during Tier II instruction. The instructional aides will receive training and support from the instructional coach to distinguish instructional roles in the classroom. The instructional aides will provide support to the classroom teachers by working with groups of students who need additional support in reading. The reading levels, skills, and groups will be determined by the classroom teacher.	Academic Support Program	08/09/2017	05/25/2018	\$75895	Principal, Assistant Principal, Reading Specialist, Teachers, Instructional Aides, Non-Homeroom Teachers
Data Meetings	Student data will be analyzed at grade-level data meetings. Each grade-level will meet on a monthly basis to discuss student data, student progress, and effective instructional strategies. Teachers will identify students in need of instructional support and develop action plans to match instruction and meet students' individual needs. Teachers or grade-levels in need of instructional support will be provided that support and/or professional development by the Reading Specialist, lead teachers, or principal appointee during data meetings, as needed.	Professional Learning	08/09/2017	05/25/2018	\$2500	Principal, Assistant Principal, Reading Specialist, Teachers

ACIP

Rachel Patterson Elementary School

Increase communication with parents	Contact with parents will be made regularly regarding events and occurrences at RPES. All effort will be made to increase family engagement and contact with parents of at-risk students through a school Facebook page, the SchoolCast system and parent communication folders. Parents will also have items available in the parent resource center.	Parent Involvement	08/09/2017	05/25/2018	\$2020	All Staff
Summer School Programs	Students who do not make adequate progress during the school year will be referred for summer school. Students will receive instructional support from the summer school teachers. The Summer School program will be operated four days a week for four hours a day for four weeks. Parents will be responsible for transporting their child to and from the extended programs.	Academic Support Program	06/04/2018	06/29/2018	\$6153	Principal, Assistant Principal, Summer School Teachers
Total					\$166735	

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	There was a school consolidation, bringing the leadership from A. C. Moore into Rachel Patterson. For the purposes of this ACIP, surveys utilized for this diagnostic will be those administered by AC Moore (Title I Parent Survey).	ACM Title I Parental Involvement Survey

Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Survey results reveal that parents feel that teachers in the school are interested and cooperative when discussing their child's academic progress and his/her concerns.

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

Survey results reveal that parents are satisfied with their child's report cards and test scores.

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

As there has been a consolidation and the nature of the school has changed, there is no applicable previous data to compare with findings from other stakeholder feedback sources. Although we do not have any comparative data, we will administer yearly surveys so that we can better serve our stakeholders in the years to come.

Areas in Need of Improvement

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

Survey results reveal that parents are not knowledgeable about volunteer opportunities at the school.

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

As there has been a consolidation and the nature of the school has changed, there is no applicable previous data to compare with findings from other stakeholder feedback sources. Although we do not have any comparative data, we will administer yearly surveys so that we can better serve our stakeholders in the years to come.

What are the implications for these stakeholder perceptions?

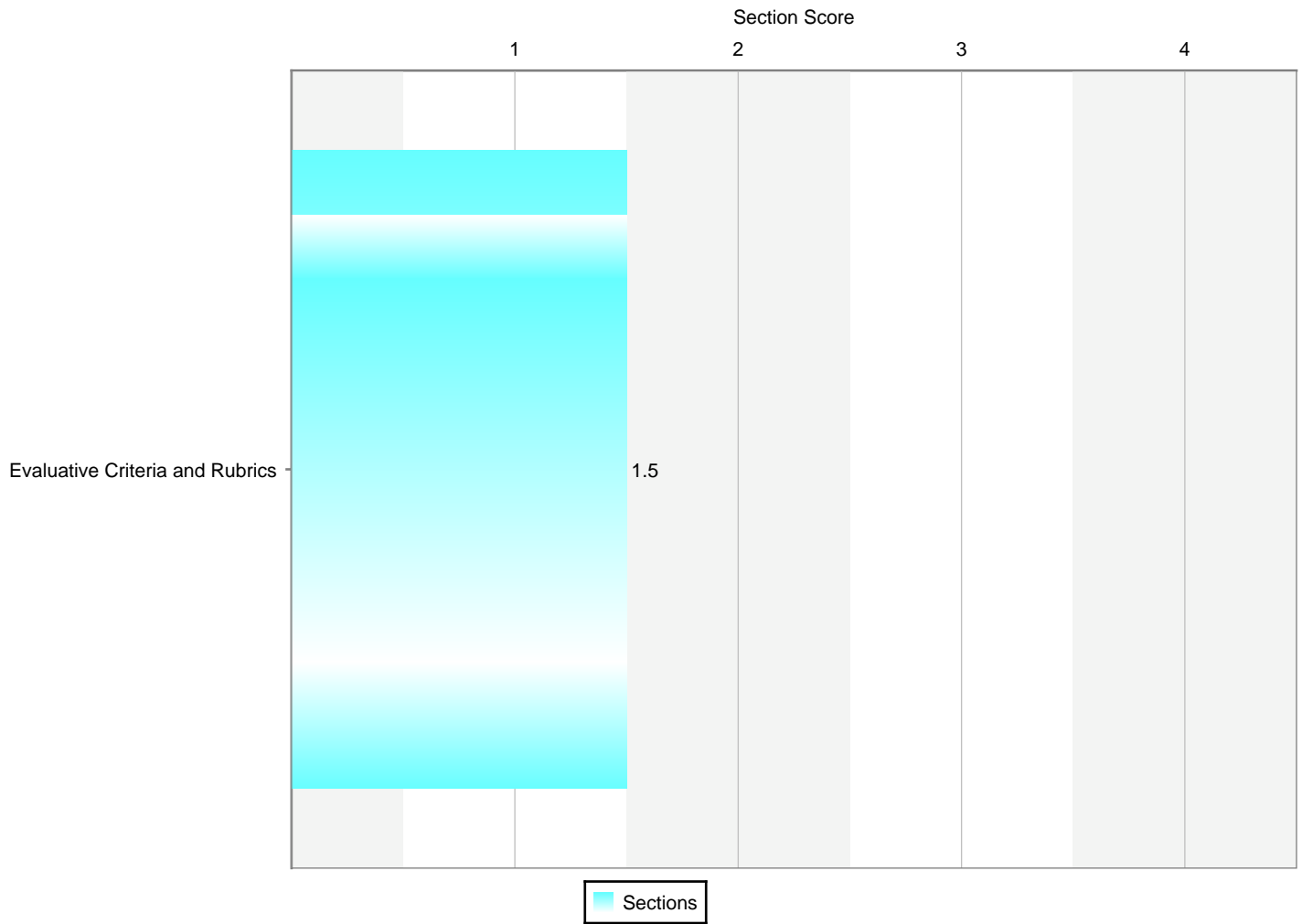
As there has been a consolidation and the nature of the school has changed, there is no applicable previous data to compare with findings from other stakeholder feedback sources. Although we do not have any comparative data, we will administer yearly surveys so that we can better serve our stakeholders in the years to come.

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

As there has been a consolidation and the nature of the school has changed, there is no applicable previous data to compare with findings from other stakeholder feedback sources. Although we do not have any comparative data, we will administer yearly surveys so that we can better serve our stakeholders in the years to come.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The Comprehensive Needs Assessment was conducted by all faculty and staff. Multiple sources of data were used to determine areas of improvement. The sources of data included STAR Early Literacy, STAR Reading, STAR Math, DIBELS Next, and Chalkable STI Assessment. Other sources of data included the needs assessment, professional learning plans, staff surveys, parent surveys, student surveys, and student data. The faculty and staff systematically analyzed the school-wide data to determine strengths and weaknesses as well as individual strengths and weaknesses. The principal, assistant principal, instructional coach, and teachers examined all assessment data collectively and individually to identify at-risk students and confirm achievement gaps within subgroups. Results were compared to data from previous years to determine the effectiveness of instructional strategies and to develop goals and action plans for the current school year.

Data meetings were convened on a monthly basis to disaggregate data and to determine research-based instructional strategies to meet the needs of all students. The Problem Solving Team (PST) met each month after data meetings to identify students in need of instructional and/or behavioral support. Based on baseline data and supporting evidence, the PST developed intervention plans to address students' needs. Grade level meetings were held regularly and on an as needed basis to promote collaboration among peers, discussion of grade level curriculum and standards, identify best practices, and plan for school improvement.

The principal, assistant principal, and instructional coach dialogued weekly or as needed to analyze needs assessment data, plan for schoolwide improvement initiatives, discuss faculty and staff needs, and determine appropriate instructional practices. Walk throughs were conducted on a regular and as needed basis to monitor the implementation of the curriculum and standards, student engagement, teacher and student interactions, evidence of integration of technology, and classroom management. Feedback was always provided to teachers in a timely manner indicating "glows" and "grows". The instructional coach provided instructional support to teachers in need of assistance. Novice teachers received instructional support and mentoring support from their mentor teacher.

What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment are as follows:

DIBELS Next

The school-wide goal for DIBELS was 80% Core/benchmark, 15% strategic, and 5% intensive. The DIBELS Next Summary Report indicated the following scores:

Kindergarten

Letter Naming Fluency (LNF) - 73% core, 12% strategic, and 16% intensive

Nonsense Word Fluency (NWF) (WRC) - 67% core and 17% intensive, 17% intensive

Nonsense Word Fluency (NWF) (CLS) - 71% core, 12% strategic, and 17% intensive

First Grade

Nonsense Word Fluency (NWF) (WRC) - 52% core, 18% strategic, and 29% intensive

Nonsense Word Fluency (NWF) (CLS) - 48% core, 31% strategic, and 21% intensive

Oral Reading Fluency (ORF) - 37% core, 25% strategic, and 37% intensive

Oral Reading Fluency (ORF) Accuracy - 20% core, 33% strategic, and 48% intensive

Second Grade

Oral Reading Fluency (ORF) - 46% core, 26% strategic, and 29% intensive

Oral Reading Fluency (ORF) Accuracy - 46% core and 54% intensive

STAR Early Literacy, STAR Reading, and STAR Math Assessments

The school-wide goal on the STAR assessments was 80% at/above benchmark, 15% on watch/intervention, and 5% urgent intervention

STAR Early Literacy

The School-wide goal on the STAR assessments was 80% at/above benchmark, 15% in on watch/intervention, and 5% urgent intervention.

Kindergarten - 37% at/above benchmark, 32% on watch/intervention, and 31% urgent intervention

First Grade - 49% at/above benchmark, 34% on watch/intervention, and 17% urgent intervention

STAR Reading

Second Grade - 65% at/above benchmark, 29% on watch/intervention, and 5% urgent intervention

STAR Math

Second Grade - 46% at/above benchmark, 38% on watch/intervention, and 16% urgent intervention

What conclusions were drawn from the results?

The data from the comprehensive needs assessment revealed that more vigorous instruction in the areas of reading and math are needed in first and second grade. While reading and math scores are strong among certain groups of students, there are gaps between grade levels and among subgroups. First and second grade will be the focus grade levels for the 2017-2018 school year in reading and math, as well as special education sub-groups.

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

The overall highest levels of satisfaction or approval on the stakeholder surveys for A. C. Moore Elementary School are as follows:

Parent Surveys 2016 - 2017:

Student Achievement

The student achievement results from multiple sources of data are as follows:

DIBELS

The school-wide goal for DIBELS was 80% Core/benchmark, 15% strategic, and 5% intensive. The Summary of Effectiveness Report indicated the following scores:

Kindergarten

Letter Naming Fluency (LNF) - 73% core, 12% strategic, and 16% intensive

Nonsense Word Fluency (NWF) (WRC) - 67% core, 17% strategic, and 17% intensive

Nonsense Word Fluency (NWF) (CLS) - 71% core, 12% strategic, and 17% intensive

First Grade

Nonsense Word Fluency (NWF) (WRC) - 52% core, 18% strategic, and 29% intensive

Nonsense Word Fluency (NWF) (CLS) - 48% core, 31% strategic, and 21% intensive

Oral Reading Fluency (ORF) - 37% core, 25% strategic, and 37% intensive

Oral Reading Fluency (ORF) Accuracy - 20% core, 33% strategic, and 48% intensive

Second Grade

Oral Reading Fluency (ORF) - 46% core, 26% strategic, and 29% intensive

Oral Reading Fluency (ORF) Accuracy - 45% core, 1% and 54% intensive

STAR Early Literacy, STAR Reading, and STAR Math Assessments

The school-wide goal on the STAR assessments was 80% at/above benchmark, 15% on watch/intervention, and 5% urgent intervention.

STAR Early Literacy

Kindergarten - 37% at/above benchmark, 32% on watch/intervention, and 31% urgent intervention

First Grade - 49% at/above benchmark, 34% on watch/intervention, and 17% urgent intervention

STAR Reading

Second Grade - 65% at/above benchmark, 29% on watch/intervention, and 5% urgent intervention

STAR Math

Second Grade - 46% at/above benchmark, 38% on watch/intervention, and 16% urgent intervention

Progress monitoring was used to assess fluency and comprehension in reading. This was administered on a weekly/bi-weekly basis according to students' needs. Scott Foresman baseline assessments, pre-tests, and end-of-year tests are administered to show student growth for kindergarten, first, and second grade students. Weekly assessments, as well as unit assessments, are administered in kindergarten through second grade.

School Program(s)

Scott Foresman Reading, Engage NY, Response to Intervention (RtI)

Instruction was provided to all students using scientifically research-based reading (Scott Foresman) and Engage NY programs. Both programs are aligned with Alabama's College and Career Ready Standards and the county-wide curriculum guides. Rachel Patterson Elementary School used a tiered approach (Response to Intervention) for reading and math. All students received explicit Tier I (Core)

reading and math instruction each day. Tier II instruction was provided to students who did not completely understand or master the skills taught during Tier I (Core). Tier III instruction was provided to students who did not respond to Tier I or Tier II instruction. Data meetings for reading and math were held monthly to identify students who were at-risk of failing a subject area or grade level as well as to develop action plans to address the individual needs of students. The Problem Solving Team (PST) was used to develop action plans and document implementation of intervention strategies before referring to Special Education for further evaluation.

Jumpstart Program

Prospective kindergarten students attended the Jumpstart Program to assist with transitioning from the home environment to the school environment as well as developing social skills and basic readiness skills for kindergarten. The Jumpstart program was conducted four days a week for four hours a day for four weeks.

Mentoring Program

Novice teachers were appointed mentor teachers for instructional support. The mentor teacher and mentee collaborated regularly and as needed to discuss instructional practices, upcoming events, Chalkable INOW, RTI, scheduling, classroom management, and etc. Teachers who were successful in implementing best practices are appointed as model classrooms for novice teachers to observe. Teachers who were not successful at implementing effective strategies in reading and math received support from the instructional coach and/or mentor teacher. Teachers who were not successful at implementing student engagement strategies received one-on-one support from the instructional coach. Mentor and mentee dialogues were documented on mentoring logs and turned into the principal each month. Mentees shadowed mentor teachers several times throughout the school year.

"Perfect Panda" School-wide Discipline Model (PBS for Students and Teachers)

The school-wide discipline model "Perfect Panda" promoted a positive behavior program. All students were encouraged to buy into the mission and vision of the school by being respectful, responsible, and resourceful. All students were motivated to follow all school and classroom rules in all zones/areas of the school. "Perfect Panda" students were awarded incentives/tokens from the principal, assistant principal, and teachers for maintaining positive behavior.

Teachers were encouraged to buy into the mission and vision by maintaining a positive learning environment. Faculty and staff members received incentives from the principal or assistant principal based on office referral data. Teachers who were committed to a program of excellence by consistently going above and beyond his or her call of duty received the "Panda Pride" award, a special parking space for a week, and a free ice cream coupon.

Guidance Counseling

The school counselor promoted positive school behavior through the county-wide character education program. The school counselor also provided individual and group counseling services to students.

Medical Services

The school nurse promoted healthy life-styles at school by encouraging students to wash hands frequently, cover sneezes and coughs, and not to share germs. The school nurse also provided each student medical attention from minor cuts and bruises to administering insulin and other medications, performing eye and ear screenings, and referrals.

Demographical Data

Rachel Patterson Elementary School served approximately 400+ students in grades K-2 during the 2016-2017 school year. Approximately, 92% of our students receive free and reduced lunch. In addition, our teacher/student ratio is 18:1. Our demographics include 78% African-American, 17% Caucasian, 3% Hispanic, 1% American Indian, and 1% two or more races.

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

School goals and priority needs are developed based on results from the comprehensive needs assessment. Student achievement was first priority at Rachel Patterson Elementary School during the 2016-2017 school year. Our goal was to provide opportunities for teachers and staff to receive professional development to increase teacher effectiveness and student achievement in reading and math.

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

All state, local, and school-wide data from the comprehensive needs assessment was disaggregated by the principal, assistant principal, reading intervention specialist, and classroom teachers to develop goals for the 2017-2018 school year. The data included STAR Early Literacy, STAR Reading, STAR Math, DIBELS, and Chalkable STI Assessment. The data clearly indicated reading and math as focal points for kindergarten (LNF) and second grade (ORF).

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

The school-wide goals address the needs of all students regardless of socioeconomic status. School programs and lessons are planned to ensure student achievement. The Escambia County Board of Education has a policy that removes all barriers for enrollment of students that are English Learners, immigrant, migratory, homeless, and/or neglected delinquent. Procedures and guidelines are in place to address the needs of these special student populations. Students from any of these special populations are to be enrolled in school, even if they do not have the necessary paperwork. It is the responsibility of the enrolling school to assist the parents/guardians of these students to acquire all pertinent documentation, i.e. records of immunization, social security numbers, etc. It is the responsibility of the enrolling school to contact the student's former school to request records and/or missing documents/records.

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:

Rachel Patterson Elementary School will provide a safe environment conducive to learning

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/01/2018 as measured by discipline reports, PBS reports, parents surveys, needs assessment, and safety inspections..

Strategy1:

Maintain a Positive and Safe Learning Environment - Positive relationships with parents and families, interventions for adverse student behaviors, new teacher mentoring, and ensuring a smooth transition to Middle School will ensure a positive and safe learning environment.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Increase communication with parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Contact with parents will be made regularly regarding events and occurrences at RPES. All effort will be made to increase family engagement and contact with parents of at-risk students through a school Facebook page, the SchoolCast system and parent communication folders. Parents will also have items available in the parent resource center.	Parent Involvement	08/09/2017	05/25/2018	\$2020 - Title I Part A	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:

Develop proficient reading students

Measurable Objective 1:

52% of All Students will demonstrate a proficiency to meet the student's annual growth target in Reading by 05/25/2018 as measured by

the end of the year student performance on the Scantron assessment results. .

Strategy1:

Professional Development - Administration and teachers will participate in professional learning opportunities.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Conferences/workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Registration fees and travel expenses will be paid for teachers to attend professional development workshops to increase professional learning relative to their position.	Professional Learning	08/09/2017	05/25/2018	\$5000 - Title I Part A	Principal, Assistant Principal, Teachers

Strategy2:

Reading Fluency and Comprehension - Teachers will implement the Scott Foresman Reading Street curriculum to fidelity each day to increase students' reading fluency, vocabulary, and comprehension skills.

Category:

Research Cited: National Institute for Literacy at ED pubs. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, MD

Activity - Choral Reading and Comprehension Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read chunks of text during the 2nd or 3rd read during small group instruction (Tiered Instruction) to improve students' reading fluency, vocabulary, and reading comprehension skills. Teachers will provide students opportunities to practice and receive instructional support of reading skills before reading texts and passages independently. Teachers will model fluent reading for students to imitate. Teachers will use choral reading to improve fluency of high frequency words, build students' self-confidence, and increase students' volumes of reading. Students will read and reread texts for fluency and comprehension as well as an understanding of the big idea and essential questions. Students will look for key words, word meanings, context clues, and connections to other text during the reading process to promote comprehension of text. Leveled text and passages will be used to assist students with comprehension and fluency skills of texts during independent practice. Use of the Comprehension Toolkit for second and third grades.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Assistant Principal, Reading Specialist, Teachers

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Activity - Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading walk throughs will be conducted on a regular and as needed basis. The principal, assistant principal, and Reading Specialist will observe classes for evidence of implementation of the curriculum, student engagement, classroom/instructional organization, (up-to-date) lesson plans, and etc. Teachers will receive feedback from walk throughs in a timely manner. Instructional support will be provided by the Reading Specialist and mentor teachers, as needed.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Assistant Principal, Reading Specialist

Activity - Instructional Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive instructional support from the four instructional aides (2.5 FTE) on a daily basis. The instructional aides will provide students with instructional support during Tier II instruction. The instructional aides will receive training and support from the instructional coach to distinguish instructional roles in the classroom. The instructional aides will provide support to the classroom teachers by working with groups of students who need additional support in reading. The reading levels, skills, and groups will be determined by the classroom teacher.	Academic Support Program	08/09/2017	05/25/2018	\$75895 - Title I Part A	Principal, Assistant Principal, Reading Specialist, Teachers, Instructional Aides, Non-Homeroom Teachers

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at Rachel Patterson Elementary School will be exposed to 21st century technologies. These technologies include: Smart Boards (Interactive White Boards), LCD Projectors, Desktop Computers, and iPads.. These technologies will be used on a daily basis to enhance instruction and to access the Scott Foresman Reading Street on-line resources. Teachers will utilize these technologies to engage students in a variety of reading activities. Students will use the instructional technologies to access reading tests, complete AR tests, and engage in other hands-on reading activities (educational games). Subscriptions to Accelerated Reader, Study Island, and Lexia are included.	Academic Support Program	08/09/2017	05/25/2018	\$31167 - Title I Part A	Principal, Assistant Principal, Reading Specialist, Teachers

Strategy3:

Record and Track Student Progress Towards Goal (Progress Monitoring) - Intensive Instruction/Intervention - Provide explicit, systematic, intensive instructions and interventions to students performing below the goal by targeting the problem, addressing the need, providing instructional support, and monitoring student progress on a regular basis to improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Department of Education (2009). Response to Instruction: Alabama's Core Support for all Students. Montgomery, Alabama

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Activity - Summer School Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who do not make adequate progress during the school year will be referred for summer school. Students will receive instructional support from the summer school teachers. The Summer School program will be operated four days a week for four hours a day for four weeks. Parents will be responsible for transporting their child to and from the extended programs.	Academic Support Program	06/04/2018	06/29/2018	\$6153 - Title I Part A	Principal, Assistant Principal, Summer School Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use DIBELS progress monitoring booklets and Reading Street materials to assess student progress. Student data will be used to drive teachers' instruction. Teachers will progress monitor students according to the progress monitoring schedule. The schedule is as follows: Benchmark (Monthly), Strategic (Bi-Weekly), and Intensive (Weekly). Kindergarten and first grade teachers will monitor students' progress using DIBELS (progress monitoring), Chalkable assessments, and reading assessments. Second grade teachers will monitor students' progress using DIBELS (progress monitoring), Chalkable assessments, and reading assessments. Teachers in third grade will progress monitor students in ORF (oral reading fluency). Teachers in third grade will screen and track progress in reading with Chalkable assessments three times per year. Title I funds will be used to purchase instructional supplies (copier toner, copy paper) for copying progress monitoring booklets.	Academic Support Program	08/09/2017	05/25/2018	\$5000 - Title I Part A	Principal, Assistant Principal, Reading Specialist, Teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be analyzed at grade-level data meetings. Each grade-level will meet on a monthly basis to discuss student data, student progress, and effective instructional strategies. Teachers will identify students in need of instructional support and develop action plans to match instruction and meet students' individual needs. Teachers or grade-levels in need of instructional support will be provided that support and/or professional development by the Reading Specialist, lead teachers, or principal appointee during data meetings, as needed.	Professional Learning	08/09/2017	05/25/2018	\$2500 - Title I Part A	Principal, Assistant Principal, Reading Specialist, Teachers

Goal 2:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of All Students will demonstrate a behavior by engaging in the use of digital resources and technology tools to complete educational activities planned by their teachers in English Language Arts by 05/24/2018 as measured by observations, student work samples, and survey responses..

Strategy1:

Increase student use of technology tools and digital resources for learning - Students will use available classroom technology to complete activities designed by teachers to increase student engagement.

Category:

Research Cited: Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (Center for Children and Technology; June 1, 2010)

Activity - Google Apps for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Google Apps for Education will be available for use by teachers and students to increase the use of technology tools and digital resources for classroom instruction. Teachers will provide assignments for students to be completed using Google Apps. These may be shared with other students and teachers to encourage collaboration and cooperative learning.	Technology	08/18/2014	07/31/2018	\$0 - No Funding Required	School Principal Secondary Curriculum Supervisor Technology Coordinator Teachers

Activity - Use available technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms have interactive white boards and iPads, laptops, or PC's available for student use. Teachers will devise lessons to encourage student use of existing equipment to increase academic engagement.	Technology	08/18/2014	05/24/2018	\$714485 - Other	Teachers School Principal

Activity - Technology Equipment Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
It will be the responsibility of the administration at RPES to ensure that professional development is provided to the faculty for the use of any technology tool/equipment/program purchased with federal funds. This will enable us to be certain that our teachers are prepared to make the best use of the tools provided to them. The duration of these training sessions vary from school to school. They usually train from 3 to 6 hours, depending upon the complexity of the equipment.	Professional Learning	08/18/2014	07/31/2018	\$0 - Title I Part A	School Principal Director of Federal Programs/Curriculum and Instruction

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College- and Career Ready Students

Measurable Objective 1:

collaborate to increase the use of digital resources and technology tools (by teachers and students) for classroom instruction by 5% by 05/24/2018 as measured by observations, lesson plans, and technology survey responses.

Strategy1:

Instructional Support - Teachers and administrators will be provided the tools and training necessary to ensure that all students have an

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opportunity to be successful and graduate career and/or college ready.

Category:

Research Cited: Research Cited: Benefits of Technology in Today's Classrooms (Boise State University) Evaluating the Effectiveness of Technology in Our Schools (ACT POLICY REPORT)

Activity - Technology Equipment Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
It will be the responsibility of the administration at RPES to ensure that professional development is provided to the faculty for the use of any technology tool/equipment/program purchased with federal funds. This will enable us to be certain that our teachers are prepared to make the best use of the tools provided to them. The duration of these training sessions vary from school to school. They usually train from 3 to 6 hours, depending upon the complexity of the equipment.	Professional Learning	08/12/2013	05/24/2018	\$0 - Title I Part A	School Principal Director of Federal Programs/Curriculum and Instruction

Activity - First Friday Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library media specialists meet on the first Friday of each month for a morning webinar provided by the Alabama State Department of Education. 3 hour afternoon technology training is scheduled for them to make use of the entire day. The focus of the training is determined by the District Technology Team. This will enable the library media specialist at RPES to support initiatives set in motion by the technology team.	Professional Learning	09/06/2013	05/24/2018	\$0 - No Funding Required	School Principal Technology Coordinator Secondary Curriculum Supervisor Library Media Specialist

Goal 4:

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

Measurable Objective 1:

collaborate to provide a technological infrastructure capable of supporting a 1:1 technology initiative for grades 5-12 by 05/26/2017 as measured by a 50% reduction in technology requests for network issues..

Strategy1:

Create an Environment Conducive to the Implementation of Instructional Technology - - Key school system personnel will ensure that teachers have the infrastructure, equipment, training, and support to effectively implement the use of instructional technology in the classroom.

Category:

Research Cited: Research Cited: Technology in Education (Research Center; September 1, 2011)

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Activity - Network Improvements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We did not receive USAC funding for our network improvements in 2013. However, through \$465000 of local funds committed by the Board of Education, we were able to complete many of our planned network improvements. We upgraded our WLAN capabilities by providing an access point to each classroom and common area. We installed Active Internet content filtering. We also purchased a new content filter which will allow bandwidth traffic shaping in order to prioritize usage based on educational needs. We will continue to seek all available funding to provide 10 ethernet drops of 1Gb switched network access with POE to each classroom via a fiber optic connection to every two rooms.	Technology	08/18/2014	07/31/2018	\$1490528 - USAC Technology \$222723 - District Funding	School Principal Technology Coordinator Superintendent Assistant Superintendent Chief School Financial Officer

Goal 5:

Rachel Patterson Elementary School will provide a safe environment conducive to learning

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/01/2018 as measured by discipline reports, PBS reports, parents surveys, needs assessment, and safety inspections..

Strategy1:

Maintain a Positive and Safe Learning Environment - Positive relationships with parents and families, interventions for adverse student behaviors, new teacher mentoring, and ensuring a smooth transition to Middle School will ensure a positive and safe learning environment.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Increase communication with parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Contact with parents will be made regularly regarding events and occurrences at RPES. All effort will be made to increase family engagement and contact with parents of at-risk students through a school Facebook page, the SchoolCast system and parent communication folders. Parents will also have items available in the parent resource center.	Parent Involvement	08/09/2017	05/25/2018	\$2020 - Title I Part A	All Staff

Strategy2:

Perfect Attendance Pandas - "PAPS" Rewards Program - Based on nine week attendance reports, students will be rewarded in the form of awards and/or gift certificates to local restaurants and businesses for perfect monthly attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive Behavior Supports Strategies (PBS)

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Activity - Perfect Attendance Pandas - "PAPS" Rewards Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every nine week grading period, students with perfect attendance will be rewarded with "PAPS" (perfect attendance pandas) prizes in the form of awards and/or gift certificates to local area restaurants and businesses to encourage an increase in student attendance. Moreover, local media will be asked and encouraged to cover the program in the news and to publish photos to feature students who achieved "PAPS Award" status for each grading period. To reinforce the importance of school and daily attendance, communication folders will be purchased and used to send test papers, newsletters, and important notes home to parents. The parent center will also be updated with relevant parental informational flyers and literature.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers, non-homeroom teachers, administration, counselors, instructional coaches, and school administrative staff.

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:

Develop proficient reading students

Measurable Objective 1:

52% of All Students will demonstrate a proficiency to meet the student's annual growth target in Reading by 05/25/2018 as measured by the end of the year student performance on the Scantron assessment results. .

Strategy1:

Record and Track Student Progress Towards Goal (Progress Monitoring) - Intensive Instruction/Intervention - Provide explicit, systematic, intensive instructions and interventions to students performing below the goal by targeting the problem, addressing the need, providing instructional support, and monitoring student progress on a regular basis to improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Department of Education (2009). *Response to Instruction: Alabama's Core Support for all Students*. SY 2017-2018

Montgomery, Alabama

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use DIBELS progress monitoring booklets and Reading Street materials to assess student progress. Student data will be used to drive teachers' instruction. Teachers will progress monitor students according to the progress monitoring schedule. The schedule is as follows: Benchmark (Monthly), Strategic (Bi-Weekly), and Intensive (Weekly). Kindergarten and first grade teachers will monitor students' progress using DIBELS (progress monitoring), Chalkable assessments, and reading assessments. Second grade teachers will monitor students' progress using DIBELS (progress monitoring), Chalkable assessments, and reading assessments. Teachers in third grade will progress monitor students in ORF (oral reading fluency). Teachers in third grade will screen and track progress in reading with Chalkable assessments three times per year. Title I funds will be used to purchase instructional supplies (copier toner, copy paper) for copying progress monitoring booklets.	Academic Support Program	08/09/2017	05/25/2018	\$5000 - Title I Part A	Principal, Assistant Principal, Reading Specialist, Teachers

Activity - Summer School Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who do not make adequate progress during the school year will be referred for summer school. Students will receive instructional support from the summer school teachers. The Summer School program will be operated four days a week for four hours a day for four weeks. Parents will be responsible for transporting their child to and from the extended programs.	Academic Support Program	06/04/2018	06/29/2018	\$6153 - Title I Part A	Principal, Assistant Principal, Summer School Teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be analyzed at grade-level data meetings. Each grade-level will meet on a monthly basis to discuss student data, student progress, and effective instructional strategies. Teachers will identify students in need of instructional support and develop action plans to match instruction and meet students' individual needs. Teachers or grade-levels in need of instructional support will be provided that support and/or professional development by the Reading Specialist, lead teachers, or principal appointee during data meetings, as needed.	Professional Learning	08/09/2017	05/25/2018	\$2500 - Title I Part A	Principal, Assistant Principal, Reading Specialist, Teachers

Strategy2:

Professional Development - Administration and teachers will participate in professional learning opportunities.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

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Activity - Conferences/workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Registration fees and travel expenses will be paid for teachers to attend professional development workshops to increase professional learning relative to their position.	Professional Learning	08/09/2017	05/25/2018	\$5000 - Title I Part A	Principal, Assistant Principal, Teachers

Strategy3:

Reading Fluency and Comprehension - Teachers will implement the Scott Foresman Reading Street curriculum to fidelity each day to increase students' reading fluency, vocabulary, and comprehension skills.

Category:

Research Cited: National Institute for Literacy at ED pubs. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, MD

Activity - Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading walk throughs will be conducted on a regular and as needed basis. The principal, assistant principal, and Reading Specialist will observe classes for evidence of implementation of the curriculum, student engagement, classroom/instructional organization, (up-to-date) lesson plans, and etc. Teachers will receive feedback from walk throughs in a timely manner. Instructional support will be provided by the Reading Specialist and mentor teachers, as needed.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Assistant Principal, Reading Specialist

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at Rachel Patterson Elementary School will be exposed to 21st century technologies. These technologies include: Smart Boards (Interactive White Boards), LCD Projectors, Desktop Computers, and iPads.. These technologies will be used on a daily basis to enhance instruction and to access the Scott Foresman Reading Street on-line resources. Teachers will utilize these technologies to engage students in a variety of reading activities. Students will use the instructional technologies to access reading tests, complete AR tests, and engage in other hands-on reading activities (educational games). Subscriptions to Accelerated Reader, Study Island, and Lexia are included.	Academic Support Program	08/09/2017	05/25/2018	\$31167 - Title I Part A	Principal, Assistant Principal, Reading Specialist, Teachers

ACIP

Rachel Patterson Elementary School

Activity - Instructional Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive instructional support from the four instructional aides (2.5 FTE) on a daily basis. The instructional aides will provide students with instructional support during Tier II instruction. The instructional aides will receive training and support from the instructional coach to distinguish instructional roles in the classroom. The instructional aides will provide support to the classroom teachers by working with groups of students who need additional support in reading. The reading levels, skills, and groups will be determined by the classroom teacher.	Academic Support Program	08/09/2017	05/25/2018	\$75895 - Title I Part A	Principal, Assistant Principal, Reading Specialist, Teachers, Instructional Aides, Non-Homeroom Teachers

Activity - Choral Reading and Comprehension Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read chunks of text during the 2nd or 3rd read during small group instruction (Tiered Instruction) to improve students' reading fluency, vocabulary, and reading comprehension skills. Teachers will provide students opportunities to practice and receive instructional support of reading skills before reading texts and passages independently. Teachers will model fluent reading for students to imitate. Teachers will use choral reading to improve fluency of high frequency words, build students' self-confidence, and increase students' volumes of reading. Students will read and reread texts for fluency and comprehension as well as an understanding of the big idea and essential questions. Students will look for key words, word meanings, context clues, and connections to other text during the reading process to promote comprehension of text. Leveled text and passages will be used to assist students with comprehension and fluency skills of texts during independent practice. Use of the Comprehension Toolkit for second and third grades.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Assistant Principal, Reading Specialist, Teachers

Goal 2:

Achieving English Language Proficiency

Measurable Objective 1:

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance. .

Strategy1:

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL students and keep parents informed of student progress

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

Rachel Patterson Elementary School

Activity - Providing Information to Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers and school administration

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

Achieving English Language Proficiency

Measurable Objective 1:

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance. .

Strategy1:

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL studnets and keep parents informed of student progress

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

ACIP

Rachel Patterson Elementary School

Activity - Providing Information to Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers and school administration

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.

School program and lessons are planned to ensure student achievement. The Escambia County School Board removes all barriers for enrollment that are English Learners, immigrant, migratory, homeless, and/or neglected delinquent. Procedures and guidelines are in place to address the needs of these special student populations. Students from any of these special populations are to be enrolled in school, even if they do not have the necessary paperwork.

Rachel Patterson Elementary School makes every effort to meet each student's needs. Migrant, English language learners, homeless, economically disadvantaged, and neglected/delinquent students are provided services and programs available, including free/reduced lunch, EL services, special education services, and counseling services. Rachel Patterson Elementary School uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with the necessary services to attain required enrollment documents. All of our students have equal access to the same free appropriate public education. Our students are provided opportunities to meet and exceed performance on state standards to which all students are held without being stigmatized or isolated.

English language learners are identified upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for English language testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. The counselor and office staff identifies migrant students upon enrollment. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to all other students. Questions and concerns about students and parents with limited English proficiency and/or migratory children and parents are directed to the office of Federal Programs, 501 South Pensacola Avenue, Atmore, Alabama at 251-368-0306.

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	All staff are qualified	

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 staff are qualified and certified in the state of Alabama.	

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

The administration seeks to provide the highest quality of education for all students who attend Rachel Patterson Elementary School. 100% of our teachers are qualified to teach the subjects or grade level which they are assigned. Class schedules are designed in order to maximize instructional time and provide time for intervention services. Teachers collaborate regularly as a grade level to disaggregate student data and discuss effective, instructional strategies to meet the needs of at-risk students and students performing above grade level. Prospective faculty members must possess a broad knowledge regarding College and Career Ready standards and best practices and possess a heart of love for our students and school.

All staffing decisions at Rachel Patterson Elementary School begin with a review of applicants from the district's application pool. Only applicants that are highly qualified are selected to be interviewed. All hiring of new staff is guided by the Escambia County Board of Education policy. A hiring committee is used at Rachel Patterson Elementary School to solicit input and selection of the most appropriate and effective applicants for vacant positions. Retention of highly qualified teachers is managed by the school's close proximity to its neighboring metropolitan cities: Mobile and Pensacola as well as our competitive salaries compared to surrounding districts.

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?

Rachel Patterson Elementary School experienced three turnovers at the end of 2016-2017. Three faculty members retired and there were no resignations. This resulted in the hiring of four new teachers. The teacher turnover rate is 18%.

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

80% of our staff is considered "experienced" teachers with more than 5 years of teaching experience. On the other hand, 20% of our teachers have less than 5 years experience. Rachel Patterson Elementary School has 17 certified personnel with a BS, 13 certified personnel with a MS, 1 certified personnel with an Ed.S, and 1 certified personnel with an Ed.D.

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).

Rachel Patterson Elementary School is a "Happy Place to Work and a Happy Place to Learn." Teachers work in a family-like atmosphere with small class sizes. These observations are monitored and documented during LEA informal visits and walk-through visits. Novice teachers are provided opportunities to be mentored by seasoned educators. The mentoring program is required and monitored by the district.

To lower the turnover rate at Rachel Patterson Elementary School, all novice teachers are assigned an experienced, veteran teacher for instructional support. The program begins with a needs assessment of the novice teacher followed by scheduled conferences and observations. The experienced, veteran teacher provides mentoring services and support as needed to the novice teacher. Mentoring opportunities and dialogues are documented on mentoring logs and turned into the principal on a monthly basis. The administration and instructional coach also provide support to novice teachers. Novice teachers are provided a safe teaching environment with access to advanced 21st century technologies, instructional supplies and equipment, and meaningful professional development in an effort to retain and eliminate a turnover rate at Rachel Patterson Elementary School.

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.**

All professional development provided to the faculty and staff at Rachel Patterson Elementary School is high quality, effective, and research based. Whether district or school-wide initiated, all training opportunities have been tried and proven and presented by certified presenters. High quality, effective, research-based professional development included in the school wide plan are College and Career Ready Standards training in reading and math, technology implementation, Response to Intervention (RtI) training, special education/closing achievement gap training, and positive behavior training. To ensure sustained professional development, lead teachers, administrators, the instructional coach, and the counselor provided turnaround training to the faculty and staff after out-of -district and in-district professional development opportunities.

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

Professional development opportunities are designed to equip faculty and staff with the knowledge base to effectively deliver explicit, appropriate content to increase student achievement. Professional development opportunities at Rachel Patterson Elementary School maximize times and expenditures. School administrators, the reading specialist, and lead teachers provide turnaround training as needed to ensure sustained and ongoing professional development. Various strategies are employed to identify professional development needs at Rachel Patterson Elementary School. The faculty plays a vital role in identifying and voicing his/her professional development needs. Staff Title I Schoolwide Diagnostic Rachel Patterson Elementary School through visits and assessments are used to identify strengths and weaknesses for addressing areas of needs improvement. All professional development opportunities are aligned with the College and Career Ready Standards (CCRS). Professional development days are provided in the school/district calendar to allow professional development to be embedded and ongoing. District funds and school funds are used to provide each teacher with professional growth opportunities to impact student achievement.

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

Novice teachers are given support from experienced, veteran teachers. These teachers mentor the novice teachers throughout the school year. The mentor and mentee collaborate regularly and as needed to discuss instructional practices, upcoming events, INOW, RtI, scheduling, classroom management, and etc. Teachers who are successful in implementing best practices are appointed as model classrooms for novice teachers to observe. Teachers who are not successful at implementing effective strategies in reading and math receive support from the instructional coach and/or mentor teacher. Teachers who are not successful at implementing student engagement strategies receive one-on-one support from the reading specialist. Mentor and mentee dialogues are documented on mentoring logs and turned into the principal each month.

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

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Rachel Patterson Elementary School

Professional development opportunities are designed to equip faculty and staff with the knowledge base to effectively deliver explicit, appropriate content to increase student achievement. Professional development opportunities at Rachel Patterson Elementary School maximize times and expenditures. School administrators, the reading specialist, and lead teachers provide turnaround training as needed to ensure sustained and ongoing professional development. Various strategies are employed to identify professional development needs at Rachel Patterson Elementary School. The faculty plays a vital role in identifying and voicing his/her professional development needs. Staff Title I Schoolwide Diagnostic Rachel Patterson Elementary School through visits and assessments are used to identify strengths and weaknesses for addressing areas of needs improvement. All professional development opportunities are aligned with the College and Career Ready Standards (CCRS). Professional development days are provided in the school/district calendar to allow professional development to be embedded and ongoing. District funds and school funds are used to provide each teacher with professional growth opportunities to impact student achievement.

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:

Rachel Patterson Elementary School will provide a safe environment conducive to learning

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/01/2018 as measured by discipline reports, PBS reports, parents surveys, needs assessment, and safety inspections..

Strategy1:

Maintain a Positive and Safe Learning Environment - Positive relationships with parents and families, interventions for adverse student behaviors, new teacher mentoring, and ensuring a smooth transition to Middle School will ensure a positive and safe learning environment.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Transition Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition: From elementary school to middle school. 3rd grade tour of the middle school.	Career Preparation/Orientation	08/09/2017	05/25/2018	\$0 - No Funding Required	Administration

Narrative:

Transitional services at Rachel Patterson Elementary School prepare preschool-aged students and second grade students to make a smooth transition into next levels of education. Prospective kindergarten students are invited to participate in the district's Jumpstart Program. This program assists with transitioning four and five year old students from home to school. Students develop social skills and basic readiness skills for kindergarten.

Second grade students are afforded the opportunity to tour upper elementary school at A. C. Moore. The purpose of this service is to acclimate students to the school's expectations and programs. The school's principal shares vital information about the school's policies and procedures during a brief assembly. The guidance counselor presents an overview of the school's counseling program. Students are introduced to various faculty and staff throughout the tour and while visiting classrooms. District funding is used to fund both transitioning services.

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?**

Teachers from each grade level play an integral role in using assessment results to make instructional decisions that impact student achievement. The faculty systematically analyzes school-wide data to determine strengths and weaknesses as well as individual strengths and weaknesses. The principal, assistant principal, instructional coach, and teachers examine all assessment data collectively and individually to identify at-risk students and confirm achievement gaps within subgroups. Best practices are evaluated and assessment results are compared to previous data to determine the effectiveness of our educational program in order to develop goals and action plans for the upcoming school year.

Data meetings are convened on a monthly basis to disaggregate data and to determine research-based instructional strategies to meet the needs of all students. The Problem Solving Team (PST) meets each month after data meetings to identify students in need of instructional and/or behavioral support. Based on baseline data and supporting evidence, the PST develops intervention plans to address students' needs. Grade level meetings are held regularly and on an as needed basis to promote collaboration among peers, discussion of grade level curriculum and standards, identify best practices, and plan for school improvement. Opportunities for teacher collaboration and participation on various district/school committees to align curriculum standards, pacing guides, and common assessments are provided to gain input and innovative ideas to identify instructional and professional needs.

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?

Students are screened at the beginning of the school year with the universal screener, STAR. STAR has a specific component that measures students' performance in regards to state standards. Students who score below the 40th percentile are recommended to receive "on watch" intervention. Students who score below the 25th percentile are recommended to receive "intervention". Students who score below the 10th percentile are recommended to receive "urgent intervention". The intervention process is monitored through regular progress monitoring and student growth. Screening results are analyzed and instructional decisions are made to meet the students' individual needs. The Problem Solving Team (PST) reviews multiple sources of data (STAR Early Literacy, STAR Reading, STAR Math, DIBELS, Scott Foresman assessments, EngageNY assessments) in order to make instructional decisions that identify appropriate interventions and addresses areas of deficiency.

The Response to Instruction (RtI) process is used to provide tiered instruction to students in reading and math. All students receive instruction in Tier I (Core). Students who do not respond or experience difficulty mastering the State's academic standards at the Tier I level receive additional support during Tier II. Students who do not respond to the Tier II instruction receive additional support during Tier III. Teachers provide follow-ups each month concerning RtI students' proficiency levels and growth. Students who do not respond to Tier I, Tier II, or Tier III are referred to special services for further evaluation.

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?

Classroom teachers play a pivotal role in providing timely effective assistance to students performing below benchmark goals. Teachers use multiple sources of data, including teacher observation, to provide baseline information about students performing below proficiency levels to the school administrators and the instructional coach. A plan of action is implemented to tailor instruction to the individual needs of students. Progress monitoring is continuous throughout the process. Rachel Patterson Elementary School also offers a summer school program is available to students experiencing difficulty mastering the State's standards.

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.

Rachel Patterson Elementary School offers a summer school program to students in need of remediation in reading and math. The summer school program is available to students experiencing difficulty mastering the State's standards during the regular school year.

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.

Rachel Patterson Elementary School makes every effort to meet each student's needs. Migrant, English language learners, homeless, economically disadvantaged, and neglected/delinquent students are provided services and programs available, including free/reduced lunch, EL services, special education services, and counseling services. Rachel Patterson Elementary School uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with the necessary services to attain required enrollment documents. All of our students have equal access to the same free appropriate public education. Our students are provided opportunities to meet and exceed performance on state standards to which all students are held without being stigmatized or isolated.

English language learners are identified upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for English language testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. The counselor and office staff identifies migrant students upon enrollment. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to all other students. Questions and concerns about students and parents with limited English proficiency and/or migratory children and parents are directed to the office of Federal Programs, 501 South Pensacola Avenue, Atmore, Alabama at 251-368-0306.

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.

State of Alabama School Foundation funds are allocated based on student enrollment. All allocated units are located at the school. Title I funds are used to pay for instructional paraprofessionals to supplement the regular academic program. Technology resources and services, substitutes, instructional supplies, after school, summer school, and parental involvement are funded through Title I funds. Title II funds are allocated to the LEA for professional development and distributed to schools, as needed. All funding initiatives are coordinated and integrated toward the achievement of 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)?

The principal coordinates and integrates funds upon approval of the budget from the Director of Federal Programs. The principal coordinates with the following department to ensure funding and integration of instructional programs: child nutrition. Students are provided opportunities to apply for Free/Reduced lunches. Eligibility is determined by the child nutrition manager and/or central office. Head Start students are invited to tour our facilities in preparation for the upcoming school year. No funding source is applicable for the Head Start tour. Adult education, vocational and technical education, and job training are not applicable to the students Rachel Patterson Elementary School serves.

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

The Continuous Improvement Plan (CIP) committee meets routinely during the summer to evaluate the schoolwide program. Multiple sources of data are disaggregated and studied in an effort to target strengths and weaknesses for school improvement. Instructional goals are developed from this data. Survey results are also analyzed for improvement of the school wide 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?

Assessment data are disaggregated at monthly data meetings to identify student strengths and weaknesses. Initial assessment results provide a baseline in regards to students' progress along the learning continuum. All of the above helps to determine whether the school wide program has been effective or ineffective in increasing student achievement.

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?

Multiple sources of data are used to determine whether the schoolwide program has been effective in increasing the achievement of students. The Response to Instruction (Rtl) process is used to provide tiered instruction to students experiencing difficulty. All students receive instruction in Tier I (Core). Students who do not respond to Tier I level instruction receive additional support during Tier II. Students who do not respond to Tier II instruction receive additional support during Tier III. Students who do not respond to Tier I, Tier II, or Tier III are referred to special services for further evaluation. The Problem Solving Team (PST) reviews all Rtl students' data during the last regular data meeting of the year. Based on students' progress and growth, instructional decisions are discussed to place students "on watch" or dismiss Rtl plans for the upcoming school year. The resource teacher evaluates all Individual Education Plans (IEP) at the end of each school year to review and revise.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The Continuous Improvement Plan (CIP) committee met during the summer to disaggregate data and determine whether school wide goals were met. Additional meetings (faculty and data) are conducted throughout the school year to determine effectiveness or ineffectiveness of the plan. Parents and community stakeholders are encouraged to serve on various school-wide committees. Reflections and projections for the upcoming school year are used as a guide in the development of new goals for the upcoming school year and to increase student achievement.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	35.78

Provide the number of classroom teachers.

35.78

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1646703.0

Total

1,646,703.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	75112.0

Total

75,112.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	30650.0

Total

30,650.00

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	51304.0

Total

51,304.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	44612.0

Total

44,612.00

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.

0.00

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.

0.00

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

Label	Question	Value
3.	Provide the total of all funding for Technology.	8327.0

Total

8,327.00

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

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3064.0

Total

3,064.00

EL Teachers

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

Provide the number of EL Teachers.

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

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	16576.0

Total

16,576.00

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

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1218.0

Total

1,218.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	166735.0

Provide a brief explanation and breakdown of expenses.

Classroom instruction supplies- \$27,000.00

Instructional software- \$19,000.00

Instructional equipment- \$10,667.00

Computer hardware- \$11,000.00

Instructional aide- \$75895.00

Equipment maintenance agreement- \$5,000.00

Substitutes- \$5,000.00

Travel and training- \$5,000.00

Parent instruction supplies- \$2,020.00

Teacher, summer- \$2,800.00

Aide, summer- \$2753.00

Supplies, summer- \$600.00

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Provided at the district level.

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.

Allocations not available at this time.

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	43431.0

Provide a brief explanation and breakdown of expenses.

.72 - Locally-Funded Units: \$42,141.

.50 - Asst. Principal - \$30,650.

.22 - Librarian - \$11,491.

Instructional Supplies - \$1,290.

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Rachel Patterson Elementary School will hold an Annual Meeting of Title 1 Parents. Parents will be notified of the meeting through a flier sent home, the school's Facebook page and phone calls through the School Cast System. Any parents unable to attend the annual meeting will have the option of obtaining information in the RPES Parent Resource Center.

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))

1) The RPES staff and leadership will hold meetings with regard to Title 1 program functions for parents throughout the year at flexible times. Notification for these meetings will always be through letters home, the school web site, and use of the school cast system. The RPES Parent Resource Center is also available each school day from 8:00 AM to 2:30 PM, which allows parents access to all important school documentation, including Title 1 information.

2) RPES will involve parents in the revision and evaluation of the School Parental Involvement Plan, the Title 1 Program, the eCIP and the School-Parent Compacts. In addition to invitation letters sent to all parents to participate and the Annual Title 1 meeting, specific parent representatives will be recruited to be on the Parent and Family Engagement Committee and will be directly involved in the planning. Meetings will be scheduled with teachers, administrators, and the Parent and Family Engagement Committee at designated times during the school year to review implementation of of program goals. The Parent Resource Center will have copies of all important documents, as well as comment/suggestion/dissatisfaction forms. Any forms turned in will be responded to in a timely manner.

3) Funds allocated for parent and family involvement are used to provide a Parent Organizer who assists with truancy and coordinates with PTO, as well as resources to be sent home for parents. The remaining funds are utilized for the postage machine, by which all mailings are set home.

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))

1) A first-day letter home, the Annual Meeting of Title 1 Parents, Facebook, and Parent/Teacher conferences will allow parents the opportunity to hear important information pertaining to Title 1 programs and their child's education. All of the information is also available at any time on the school's website and in the Parent Resource Center.

2) Each child's parent will have access to all of course syllabi for all classes, containing information on curriculum assessments through the school's website, as well as by request from the school. Additionally, the child's progress will be made known to parents periodically through one of the following ways: report cards, parent-teacher conferences, and phone calls from the teacher and administrators, State assessment information is mailed out to parents after each testing.

3) Parents are encouraged to contact the school whenever they feel inclined to discuss whatever subject they feel important. Conferences with teachers or administrators can be scheduled quickly and easily where both parties may meet at a reasonable time that will work for both parents and school officials. All of the information sent out by RPES is provided to parents in a timely manner and is presented in a way easily understood by all.

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 Compacts are revised in April of each year, along with the CIP and Parent and Family Engagement Plan. Parents are always given an opportunity to provide input on the Compacts (as well as the other documents). All parents are encouraged to provide comments and feedback at any time through the school year either on-line or through the Parent Resource Center. Parent Compacts are sent home on the first day of school in the Parent/Student Handbook and returned by students with parent signatures. This document outlines the responsibilities that all parties will carry out to enable each student to achieve. Each teacher at RPES has a digital copy of the Compact for every student in their classes. The school has two regularly scheduled parent-teacher conferences, one in the fall and the other in the spring. The School Compacts are revised in April of each year, along with the CIP and Parental Involvement Plan. Parents are always given an opportunity to provide input on the Compacts (as well as the other documents). All parents are encouraged to provide comments and feedback at any time through the school year either on-line or through the Parent Resource Center. Parent Compacts are sent home on the first day of school in the Parent/Student Handbook and returned by students with parent signatures. This document outlines the responsibilities that all parties will carry out to enable each student to achieve. Each teacher at RPES has a digital copy of the Compact for every student in their classes. The school has two regularly scheduled parent-teacher conferences, one in the fall and the other in the spring.

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

Any parent wishing to voice dissatisfaction with the Continuous Improvement Plan has several avenues by which to do so. Notices sent home with students, as well as notices posted on the school web site will make parents aware the plan is available for review. Parents have access to all school documents through the school's web site and from the Parent Resource Center throughout the school year. At any time parents may request copies of these documents from the school directly. Comment forms, which provide an opportunity to express dissatisfaction, are provided.

Parents may submit comments in a variety of ways: through forms in Parent Resource Center, on the web site, in writing through their child or via e-mail. All

concerns will be addressed in a reasonable amount of time.

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)

The Parent Resource Center (PRC) will be open every school day from 8:00 AM to 2:30 PM, during parent meetings, parent teacher conferences

and workshops the PRC will be open before, during and after meeting times to accommodate parents. The PRC will provide materials for parents regarding a wide variety of issues, from literacy to state assessment requirements.

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)

During the school year all staff members will be given opportunities to attend workshops on a variety of parental involvement topics. These opportunities will be at various times throughout the year, including faculty meetings, professional development days, and at times deemed necessary by the administration. Additional professional development will also be provided through the LEA if needed.

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 are informed of all existing school programs through the school website, the School Cast system, Facebook and notices sent home.

The Parent Resource Center (PRC), which provides important parent information regarding the education of their children, also provides information regarding all other programs offered at RPES. The PRC is open and available during regular school hours.

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)

English is the primary language of all students served by this school; the school will make every effort to ensure that, to the extent possible, all information sent home will be in a language and form understandable to parents. The Trans ACT compliance and communication center is available on-line for the school to access any parent information needed in different languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parents who speak a language other than English.

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 are informed of all existing school programs through the school website, the School Cast system, Facebook and notices sent home. The Parent Resource Center (PRC), which provides important parent information regarding the education of their children, also provides information regarding all other programs offered at RPES. The PRC is open and available during regular school hours.

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))

Rachel Patterson Elementary School will use any and all available resources to ensure that information and school reports that are sent home are

written in a language that is appropriate for each parent to have a full understanding of its content. Parents with disabilities will be accommodated in every manner reasonable, and RPES is a handicap-accessible building. Questions and concerns about students and parents with limited English proficiency and/or migratory children and parents will be directed to Beth Drew, Director of Federal Programs. The Trans ACT compliance and communication center is available on-line for the school to access any parent information needed in different

languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parents who speak a language other than English. Every effort will be made to communicate with parents in their primary language. The LEA has an EL plan in place for students and parents.