



2020-2021 Title I Schoolwide Diagnostic for ACIP

Title I Schoolwide Diagnostic for ACIP

Prattville Kindergarten School

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Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.

Title I Schoolwide Diagnostic for ACIP

1. How was the comprehensive needs assessment conducted?

Surveys were sent to parents and faculty to determine areas of strengths and areas in need of improvement. The faculty as a whole and the Advisory Committee looked at data pertaining to student performance including DIBELS Next, Kindergarten Nine Weeks Standards Checklist Assessments and the Kindergarten Writing Rubric.

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

As a result of the Comprehensive Needs Assessment, parents and teachers identified a need for continued focus in the area of technology, reading fluency, math fluency, writing and school culture. Due to the early school closing in the Spring, we do not have yearly growth data for DIBELS 8. However, in looking back at 18-19 DIBELS Next for Kindergarten showed in First Sound Fluency as the students showed a 19% gain in students reaching Core status. The weakest area was Nonsense Word Fluency as only 84% of students ended the year in Core status. 17% of students still needed strategic or intensive intervention. However, in looking at the Standards Based Checklist results, we reached our goal of 85% proficiency in all areas. However, the lowest areas for reading and math fluency showed to be reading high frequency words and recognizing numbers 11 - 20. Our EL students all showed growth in at least one area of the ACCESS assessment.

3. What conclusions were drawn from the results?

Prattville Kindergarten School will be providing the students with more academic support and creating ways to keep students engaged in instruction and activities that reinforce reading and math fluency skills. Technology has been identified as an area of need. Gaining more technology and programs will allow for additional activities that can be provided to integrate into instruction as well as provide center opportunities for skills practice. In addition, teachers will focus more on incorporating multi-sensory strategies in large and small group settings to meet the needs of different learning styles as well as providing multiple representations of specific standards/skills. Providing opportunities for a team approach in analyzing data as well as collaborating for planning purposes will improve student achievement. Our goal is to increase the percentage of gains for each student in reading, writing and math by providing intensive small and large group instruction and multi-sensory instruction. In addition, with the current COVID situation, communication with parents about student achievement will also require more technology and professional development to assist teachers in utilizing technology for parental involvement.

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

"The comprehensive needs assessment that was conducted in 2019/2020 provided valuable insight to guide Prattville Kindergarten School through the coming academic year. Academic emphasis will be placed on reading, math and writing. In reading, faculty and staff will design lessons that will teach students to dig for improved fluency skills in areas such as letter recognition, high frequency word recognition, phoneme segmentation fluency, and blending cvc words. In math, teachers will work to improve math fluency skills and problem solving through daily explicit instruction, incorporation of hands on center activities, technology and multi-sensory strategies. Fluency will be addressed through a systematic program that provides daily drill in a fun and motivating format. Writing as a process and tool will be taught and students will be exposed to daily explicit instruction and opportunities to write across the curriculum. Journals will be utilized across all content areas. In addition, handwriting will also be explicitly taught through the Zaner Bloser handwriting program. This will help with writing technique and improved fine motor skills. Technology will be utilized as a vehicle to deliver quality instruction and provide meaningful practice. Differentiation of instruction occurs through small group instruction and allows teachers to identify and target learning needs. Individual academic plans provide for differentiated instruction for students with disabilities, deficits that substantially interfere with learning and language acquisition learners. English as a Second Language will be the program we use to address the needs of our EL learners. Careful monitoring of attendance will ensure learners are present for quality instruction. Communication between school and home regarding attendance will provide accountability for both stakeholder groups. School-wide Positive Behavior Intervention Support will continue to play a critical role in the school's climate. Communication between school and home is a vital process that should be noted. Correspondence with parents regarding student progress occurs through weekly folders and regular progress reports. Parents use these folders to communicate concerns and questions. Monthly newsletters from the principal notify parents of pertinent information and provide additional school-home connections. The Principal will also communicate with parents through weekly callouts and Notify Me emails/texts. Teachers utilize e-mail, class newsletters, phone calls, school conferences, classroom websites, web-based notification sites and ZOOM meetings to further communication. The school marquee, website, monthly school newsletter, and teacher newsletters notify the community of current school events. The faculty and staff will engage in regular collaboration and team-building activities to better plan and implement strategies that improve academics, safety, attendance and behavior."

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

Prattville Kindergarten School engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. This purpose is translated into goals that become part of the school's Continuous Improvement Plan (aCIP). Administrators, teachers, students, and community stakeholders are involved in decision making and planning to ensure student success in all areas of life. The PKS mission statement is reviewed annually by stakeholders. The mission statement is evaluated in light of the Needs Assessment, data analysis and other stakeholder input. The Vision and Mission Statements are displayed and referenced in school communications, wall displays, meetings, and classrooms. The school climate fosters a culture dedicated to the school's vision ?Learning Today...Leading Learning for all students. School leadership and staff support an ongoing commitment to shared values and beliefs about teaching and student learning. Teaching and learning are supported by programs that challenge students to acquire knowledge, learn to think, and practice life skills. Programs are in place to address priority needs and facilitate growth in all areas. Best practices from Alabama Reading Initiative (ARI) guide reading instruction. Trained teachers are often apprised of new strategies and research. Reading fluency is monitored regularly by DIBELS, Kindergarten Nine Weeks Checklists and the Kindergarten Writing Rubric. Math fluency is approached consistently and systematically so that a solid foundation of basic math knowledge and facts are achieved. Teachers increase rigor as students apply math fluency skills in order to solve problems by using the STEAM model. Students benefit because academics and real life are connected. Positive Behavior Intervention Support encourages children to learn and practice interpersonal skills. The success of this program is measured by improvement in student behavior evidenced by fewer office referrals. The Problem Solving Team (PST) uses Response to Intervention (RtI) to monitor the achievement of struggling students. Stakeholder meetings are conducted and data is analyzed to track progress and plan for future success. Parents are informed of results. Other programs in place to meet the needs of students are English Learner, Speech, Occupational Therapy, Physical Therapy, and Special Education. The programs are administered in a fair and equitable manner to meet the various needs of children. Processes are followed to place and monitor the children in the programs. Data is collected, analyzed, and used to guide the learning of all students. Documentation demonstrates the involvement of stakeholders in the shared beliefs about teaching and learning. Participants are involved in meetings and are asked to share in the decision making process regarding education at this school. The decisions and policies made are communicated through the school website, newsletters, announcements, principal callouts and other parent centered meetings. Clear expectations of excellence are

relayed to students by the administration, teachers, peers, and parents. Instructional practices are reviewed and assessed to maintain quality education in the classroom. Classroom standards are directed by the Elementary Programs Guide, Math Pacing Guide, and the College and Career Ready Standards adopted and mandated by the State of Alabama. Teaching Effectiveness, Walkthroughs and Eleot are the processes used to document educator strengths and weaknesses. Regular classroom visits by administrators and peer planning hold teachers accountable for quality instruction. Indication of active student engagement, deep understanding, and the ability to apply knowledge is supported by notes from observations, report cards, and data from school, county, and national assessments. School leadership and staff hold one another accountable to high expectations for professional practice. Through collaboration in regular learning community, team and data meetings, information about students in general or specific students is shared and evaluated. Professional practices are discussed and implementation of best practices is planned. Ideas are exchanged about how to increase academic growth and promote the acquisition of life skills. On-going, job-embedded professional development is also provided to ensure continued growth of teachers. Evidence of the meetings can be found in notes and agendas. The aCIP guides goal setting and aligns programs and practices to the mission statement and the growth needs of the school. During yearly reevaluations, revisions are made to ensure quality instruction and excellence in educating the whole child.

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

Multiple strands of data are analyzed to identify school-wide strengths and weaknesses and plan for success. Demographic information, such as attendance and discipline speak to the culture of the school. Academic achievement is measured through formative and summative assessments. Expectations for attendance, behavior and learning are established and goals are set. Prattville Kindergarten School implements a comprehensive student assessment system. Teachers determine short-range learning by using locally made rubrics and assessments. Journals and non-verbal assessments are also used. Teachers collaborate to analyze data and make instructional changes during planning sessions and grade level and data meetings. Practices throughout PKS continually prove the effectiveness of the programs and allow the enactment of consistent modifications when needed. Teachers and administrators collect and maintain data in INOW related to student learning. Attendance and discipline data are analyzed to determine their impact on student success. Special Education Teachers and Rtl team also keep records to track student academic growth and needs. Teachers use item analyses from math and reading assessments to determine strengths and weaknesses. School personnel relate sets of data from diverse assessment sources

to ensure student learning, consistency in classrooms, quality performance across curriculum, and throughout the school. Collected data from summative assessments allow comparison of student growth from year to year and across the county and state. Collections of data are analyzed to determine goals that will drive instruction. The Autauga County Board of Education and PKS personnel abide by established policies regarding data collection and analysis. The school aCIP outlines how data will be used to improve instruction, student learning, and the effectiveness of programs. Teachers are trained to evaluate, interpret, and use data. Routine instruction in the effective use of data updates teachers as new assessment resources are introduced to PKS and Autauga County. During training, teachers learn how to extract, interpret, and apply usable data from test results. Teachers also receive training pertaining to data assessment for the benefit of special needs students. Administrators, as well as teachers, analyze data to confirm readiness for success at the next level. Learning programs are designed and implemented as the foundation for successive levels. PKS closely monitors lack of progression, and remediation is applied in a timely manner, formally through RTI or informally through reteaching in the classroom. School personnel continuously appraise and revise plans and programs for school improvement to provide optimal learning for all students. Policies and plans for school improvement are documented in the Prattville Kindergarten School aCIP. Continuous improvement is desired and will be achieved through ongoing efforts to use multiple types of data to find and resolve weaknesses and implement improvements in instruction and learning for all students.

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

Goals established in the Continuous Improvement Plan are generated from data analysis, stakeholder input and the Needs Assessment conducted in the spring. All goals address the needs of the school population. Instruction is guided by county curriculum guides: Elementary Programs Guide and Math Pacing Guide. Curriculum guides are aligned with state standards and ensure that learning experiences are challenging and equitable for all learners. High expectations are established for all students. Teachers personalize instructional strategies to address individual learning needs of students as needed. Intervention and support programs are in place to meet the unique learning needs that exist at Prattville Kindergarten School. Specialized plans, such as Rtl, IEP, 504, LEP and GEP provide instructional and environmental accommodations to ensure equal access to learning.

1. Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and

help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

We strengthen our academic program through the use of whole group and small group instruction, as well as facilitate collaborative learning among students. Reading and math whole group instruction includes the use of mandatory curriculum as well as student sets of decodable books, trade books, flash cards and hands on manipulatives. Our school uses Response to Instruction (RtI) to meet the needs of all learners, including enrichment and/or remediation. Using data, we identify students in need of additional small group instruction. The goal of RtI is to close any learning gaps and advance struggling students to grade level. Academic skills are reinforced using online programs such as Accelerated Reader, ABC Mouse, Starfall, etc. These programs allow students to work at different levels. In addition to RtI and reinforcement opportunities, our Library Media Specialists meets with advanced students once-twice a week to provide enrichment levels that provide challenging and rigorous instruction and activities that allow them to continue to progress at their level. The music teacher meets with each class an additional session each month to provide enrichment in music and arts. In addition, we have a school-wide PBIS plan that promotes the philosophy of positive behavior. We teach the students that at PKS, we are Proud, Kind and Safe. Students learn to set goals for behavior and work individually and as a team to meet those goals.

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

"Prattville Kindergarten School has one school counselor. She is available to talk with students as needs arise. She also provides small group sessions and whole

group sessions which address a multitude of topics. The counselor, in collaboration with administrators, also refer students to the Helping Families Initiative, the Montgomery Area Mental Health Authority, and/or the Autauga County School Social Worker. Students and their families receive assistance through these individuals and organizations to improve skills outside the academic subject areas. Positive Behavior Intervention Supports (PBIS) are integrated throughout the school day to encourage and motivate students to put forth effort and do their best in all areas. Small group instruction is provided for all students within the RtI Tier I framework. This instruction focuses on weaknesses as well as strengths. For those students who need additional intervention instruction, RtI plans for reading and/or behavior are written to provide for more instructional time and specific monitoring tools. Teachers use DIBELS 8 and the Kindergarten Nine Weeks Checklist results to specifically target objectives that are areas of weaknesses for students. Teachers meet approximately every four - six weeks to discuss progress toward goals and changes in intervention instruction. Using different methods of progress monitoring is extremely useful because this guides teachers to change rigor or the make-up of small groups. Resource teachers use IEP goals and benchmarks to determine progress and provide additional accommodations if needed. Special education teachers are included in RtI meetings when a student is moved to Tier III and special education evaluation is a possibility."

3. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills **Beyond the Regular School Day.**

Lessons are designed to provide tiered instruction allowing for students who struggle to receive intensive assistance from teachers. Teachers provide explicit small group or individual differentiated instruction to meet learners' needs. Teachers keep anecdotal notes to ensure accountability. Teachers also use data breakdowns assessment data to determine deficits in specific standards for individual students. These deficits are addressed through small group. The Counselor will coordinate with volunteer tutors to provide additional assistance during the school day. All plans: RtI, IEP, LEP, GEP and 504 are implemented with fidelity to meet the unique needs of learners.

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

All students at Prattville Kindergarten School including migrant, ELL, economically disadvantaged, special education, neglected and/or delinquent and homeless students have access to all programs and services available including ELL services, Title I, Title III, free and reduced lunch assistance, Special Education services,

counseling, and all academic programming opportunities. All students are provided with the same opportunities to achieve high content and performance standards. Special populations are identified through screenings, referrals, language surveys, lunch applications, and parent or teacher requests for evaluations. Designated personnel provide specialized instruction, and inclusion services allow special populations to participate within the general education classroom environment. Challenges unique to each group are dealt with on an individual basis depending upon need. School resource teachers, counselors, ELL coordinator, administrators and support staff work diligently to ensure all students, regardless of situation, disability, cultural or economic status receive the assistance and support required to be successful.

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

The school's EL facilitator ensures that families of EL students receive pertinent information in a language they understand. The district EL Supervisor assists as needed with translations. Translators can be present in parent meetings if this service is needed.

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

Prattville Kindergarten School maintains a strong faculty and staff. At the end of the 2019-2020 school year, we had very little turnover in years. One counselor retired and two special education teachers. Due to increased enrollment we gained units for the 2020-2021 school year.

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

Teachers have earned a Bachelor's Degree: 15 Teachers have earned a Master's Degree: 19 Teachers have earned a Specialist's Degree: 4 Number of tenured teachers: 23 Number of non-tenured teachers teachers: 6 (Number of teachers scheduled to earn tenure at the end of the 2020-2021 school year: 1)

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

Autauga County Schools and PKS have the opportunity to host college interns each year. This often leads to high interest in teaching in these schools. At PKS, achieving excellence is a primary focus for the staff and vision of the school. PKS provides considerable support for new teachers and staff who need mentoring. Professional development is provided throughout the school year and funds are made available for teachers requesting to attend professional learning sessions. Opportunities for professional growth improves the skills of teachers and allows them to more

effectively address the learning needs of all students in their classes. Novice teachers are paired with mentor teachers who guide them through their first year (or two) of teaching.

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

In the Spring of 2020, teachers completed a Needs Assessment to include professional learning needs. Teachers identified four particular areas of need: Reading, Writing, Math, and School Culture. Specific issues listed in the reading area included reading fluency, math fluency, multi-sensory strategies and hands on activities to reinforce skills. Specific topics such as Zaner Bloser online component, 6+1 Traits in Writing, hands-on reading fluency and math fluency strategies, technology and team-building were listed. Teachers also identified the need for technology to reinforce skills and for upcoming assessments as a need. Teachers will participate in activities at school covering topics from the Needs Assessment during in-service and data meetings during the 2020-2021 school year.

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

Numerous professional development opportunities will be available to stakeholders throughout the school year. Prattville Kindergarten School's Professional Development Plan 2020-2021 was created to address the Needs Assessment (Academic and Professional) and assessment results from Winter 2019. There will be ongoing professional development during faculty meetings, grade-level meetings, and data meetings. Professional development will also include a focus on reading fluency, math fluency, writing, utilizing technology to reinforce skills, STEM/ STEAM and team-building and team-building.

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

Novice teachers are paired with mentor teachers who guide them through their first year of teaching. Staff who change schools/grade levels are also paired with peers to provide needed support. Administrators observe and meet with new teachers often to provide feedback regarding instruction and classroom management. Professional development opportunities such as peer observations are scheduled as needed throughout the year. The principal meets with the mentors to ensure that novice teachers receive critical support from the district level.

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

Professional development is critical for teacher improvement and increased student achievement. A Professional Development Plan/Schedule has been created to ensure that professional growth occurs through ongoing and sustained activities. Professional learning will take place as a result of the opportunities outlined in the plan. Most of the professional development activities scheduled have been identified through stakeholder input and support school goals. Other ongoing professional development will occur as teachers execute their Professional Learning Plan (PLP) under Teaching Effectiveness. A large number of teachers have tied their individual PLP to the school-wide goals in the Needs Assessment. Professional learning is scheduled to occur during each month of the academic year. As a result, professional development will be timely and relevant to academic, professional and cultural needs.

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

Transition activities included Kindergarten "Safari Tours" for upcoming kindergarteners each spring. (These were scheduled but canceled due to COVID.) The future students get to complete a scavenger hunt to learn more about our school. In August, Parent Orientation is provided the week before school begins. Additionally in the Spring, the Kindergarten students will take a trip to Prattville Primary School or Daniel Pratt School to see the school they will be attending for first grade. (This is tentative based on COVID status.) They are given a tour and personnel do a great job of getting students excited about the upcoming school year in a different facility. In addition to these activities, PPS and DPES provide parent meet and greets in May for our upcoming students. This all helps to alleviate stress and generate excitement about the upcoming school year.

14. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

(N/A for Elementary Schools)

N/A

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

Prattville Kindergarten School engages in a systematic, inclusive, and comprehensive process to review, revise, and evaluate the school-wide program. In August/September, important Title I information is distributed at the PKS Orientation and Annual Meeting. The Parent School compact is discussed and all parties sign it, committing themselves to be active partners in their student's education. Multiple meetings are scheduled to ensure that all stakeholders are informed of programs and their purposes. The Title I Advisory/aCIP Committee meets to review the Needs Assessment, survey results and aCIP evaluation from the previous year and creates and/or revises goals for the new aCIP. In September, the Annual Meeting of Title I Parents is conducted. This meeting provides parents with valuable information about what being a Title I school means and their rights to be involved through decision-making. The Parental Involvement Plan is distributed and discussed. Other pertinent information regarding Title I resources is shared. Assessment data is shared in multiple venues in order to keep stakeholders informed about the effectiveness of the school-wide programs. Longitudinal information regarding student success is shared. Parents are continually asked to give input regarding school processes. This input is used to make PKS a stronger school. An end-of-the year Title I Program Evaluation will be completed by faculty in May. This evaluation will focus on scientifically-based research strategies used by the teachers, participation in professional development, parental involvement, transition strategies, involvement in decision making, and effective timely assistance to students. Results from state assessments and other academic indicators of success (local and district assessments) will be analyzed and results shared with all stakeholders via the school newsletter, reports, conferences, parent training days, and open house nights. These results will be used to evaluate program effectiveness and determine where change is needed. Instructional practices will be reviewed and altered to maintain quality education in the classroom. Attendance data and behavior data will also be examined because they so greatly influence academic achievement. This information is used to make program revisions and identify ways to overcome obstacles that inhibit success.

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

Analysis of assessment data allows faculty and staff to identify students who have not met proficiency levels. Teachers utilize this information to plan timely intervention through tiered and differentiated instruction. Progress monitoring is done consistently so that instructional strategies can be changed if needed.

Progress reports for students identified with special needs are examined each nine weeks to ensure effective progress is made related to identified goals. Multiple avenues of intervention are available to support student learning. Resource staff work inclusively or in pull-out sessions to aide students with individualized plans. Teachers refer general education students to the school's Problem Solving Team (PST) for additional help. Rtl plans are written and implemented to provide these struggling students with specific intervention. Data is continuously gathered to determine gains or modify instruction.

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

Prattville Kindergarten School engages in a systematic, inclusive, and comprehensive process to review, revise, and evaluate the school-wide program. Twice during the school year (December and May), teachers will be asked to evaluate Continuous Improvement Plan (aCIP) goals/strategies. They will also be required to list specific steps that their grade level has taken to help students achieve the aCIP academic achievement goals. In the spring, students, parents and other stakeholders are also asked to evaluate the aCIP and its effectiveness. Results of these evaluation and additional input gleaned from surveys will allow administrators and faculty to determine program effectiveness. Modifications to the aCIP, as well as, instructional strategies are made to ensure continuous improvement of students.

NOTE: Not all schools receive all of the funding sources mentioned.

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

All programs and services implemented at Prattville Kindergarten School are coordinated and integrated for the purpose of achieving school-wide goals. Federal, state and local funds are used to provide professional development, purchase instructional supplies, equipment and parent resources. Coordination of monies and resources are used to implement needed programs. Funds used for professional development allow teachers to receive training to improve instruction. As a result, teachers deliver quality instruction to equip students in mastering rigorous state standards. Federal and local funds are designated for materials and equipment and provide equitable learning opportunities for impoverished students. Federal funds are used to provide parent training and materials for school and home to share responsibility for improved student academic achievement.

2. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

There are many programs and resources that are implemented at Prattville Kindergarten School to ensure the achievement of school-wide goals. Coordination of monies and resources: Title I, Title II and Title III at the district and local levels will be used to implement needed programs. All funding sources are and will be used to upgrade/enhance the regular education program at PKS. Budgeting focuses on enhancing instructional goals, school operations and other strategies designated in the aCIP. Centralized monies are pooled at the Central Office to provide system services and programs. More than 45% of the student population at Prattville Kindergarten School receives federal lunch assistance. PKS is designated as school-wide Title I status and will use the money received through this federal funding to improve the academic opportunities of all students.

ACIP Assurances

Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

YES

NO

N/A

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A) (i)-(ii), Parents' Right-to-Know, are implemented systematically.

YES

NO

N/A

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

YES

NO

N/A

Parent and Family Engagement

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

Prattville Kindergarten School will conduct a Title I meeting in October to explain Title I to parents. Topics to be discussed will include: What it means to be a Title I school, 1% set-aside, CIP, PKS Parent & Family Engagement Plan, LEA Parent & Family Engagement Plan and Title Plan, School-Parent Compact, highly effective teacher status, how to request the qualifications of teachers, and how to be involved in the Title I program at PKS. Parental input is encouraged on how the 1% set-aside is to be spent and the end of the year evaluation to determine program effectiveness. Due to COVID, this meeting will take place on a ZOOM meeting. Notes and School Messenger will be utilized to encourage parent participation.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

The Annual Title 1 Parents Meeting will be offered in September/October. A ZOOM meeting will be posted to the school's website for two weeks to give parents plenty of opportunity to participate and view the information. Other virtual meetings for parents are held in multiple sessions through the year. Child care will not be needed this year due to COVID. A Parent Orientation ZOOM Meeting will be held for parents to learn more about Kindergarten expectations and Prattville Kindergarten. In addition, the PowerPoint from the meeting will be posted to the school website to ensure parents can access information. Parents also participate in programs specifically planned to assist them in being an active part in their children's education. Parents are informed of how money is spent to provide them with resources to better assist their children at home. Items purchased with the 1% set-aside are used to provide parent training and materials to be used at home. Additional materials will be housed in the PKS Teacher Resource Room. Parents may request additional materials to help their students at home by contacting their child's teacher. Available materials will be sent home accordingly.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Surveys will be sent home to help evaluate the program. Parents will also serve on the Title I Advisory Committee and represent the parent body by giving input, making decisions on how to spend designated funds and in program evaluation.

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

School-wide family meetings will be held in the fall, winter and spring. Parents are informed of how money is spent to provide them with resources to better assist their children at home. Items purchased with the 1% set-aside are used to provide parent training and materials to be used at home. Additional materials will be housed in the PKS Teacher Resource Room. Parents may request additional materials be sent home by contacting their child's teacher. Available materials will be sent home accordingly.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

(Sec. 1116(c)(4)(A)(B)(C))

Parents are notified about curriculum, programs, and assessments throughout the school year. At the beginning of the school year, parents are invited to a ZOOM meeting to learn about the Title I program, assessment data, the CIP and the target goals that will be a focus throughout the year. Parents are kept informed of curriculum, assessments and other pertinent information via the monthly school newsletters, teacher correspondence, weekly call outs by principal, and websites. In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand. The district EL Supervisor assists PKS in translating documents for any parent who is unable to read English.

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

The School-Parent Compact is reviewed and /or revised as needed. All stakeholders share the responsibility of student achievement at PKS. Input from stakeholders (needs assessments, program evaluation, committee representation, etc.) is used to guide decision-making and the development of various plans. Parents are asked to partner with faculty and staff to participate in the educational process by preparing materials, serving on committees, and supporting various endeavors and programs. The School-Parent Compact is a part of an ongoing partnership with parents, school personnel, and students. It is discussed and signed by teachers, parents, and students at the opening of school and kept on file by teachers as a reminder of the commitment of all stakeholders. The School-Parent Compact designates the requirements of all stakeholders so that there is a shared responsibility for improved student academic achievement.

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

Parent input is gathered during the development of the PKS Continuous Improvement Plan (CIP). Once the plan has been developed and approved, parents are encouraged to review the CIP available in the media center and the school office. Notification about the plan and its review is distributed through school newsletters and parent meetings. Parents are informed that if they have questions or concerns or if they are dissatisfied with the plan, they may contact the principal or any member of the planning committee to express their concerns. Parents may also contact the Federal Programs Administrator at the Central Office with their questions or concerns.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

Resources will be provided to parents. Resources will be provided to parents who are in need of additional assistance at home as available. The school counselor/ school staff will hold volunteer training sessions to equip parents to serve students and teachers during the academic day and beyond. Parents are continuously

informed about student progress through weekly folders, mid-term progress reports and end of grading period reports. They are encouraged to use these items to communicate with teachers regarding student progress and to participate with teachers to improve achievement. Home reports of spring assessments are disseminated at the beginning of the school year and teachers schedule conferences with parents to discuss student progress. Parents receive information regarding assessments, curriculum and programs at APT meetings and through monthly school newsletters. During parent meetings throughout the year, parents are provided information regarding assessment results, the LEA Elementary Programs Guide (containing College and Career Ready Standards), Title I information, the CIP and how it relates to student achievement, state and local programs/initiatives, and ways in which they can be more directly involved with their child's education. A Title I Parent Meeting is held in September/October to inform parents and discuss the requirements of this federal program (the CIP, parental involvement, status of teachers, Parents? Right to Know and other items pertinent to Title I).

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

The role of parents in the educational process is continuously addressed with school personnel. PKS strives to partner with parents in every area of their children's education. Emphasis on the need for close school-home communication is included in faculty meetings, learning community meetings, in-services, etc. Teachers maintain a Parent Contact Log to document school-home connections. Parent and family engagement is a continuous area of focus at PKS.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

PKS coordinates multiple federal programs (such as Title I and Title III) with parental engagement to ensure that all parents are quipped to participate in their students' education. Our school's EL facilitator and the district EL supervisor assist the families of our EL students in understanding and actively engaging in school programs, etc. to improve student achievement. Parent training/conferences are ongoing throughout the school year. The counselor will maintain resource areas containing pamphlets, books and research-based articles within their offices. These resources address parenting issues and provide information on how parents can assist their children's social and academic concerns.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

Parents are notified about meetings, programs and various activities through monthly school newsletters, informational flyers, newsletters, the school marquee, the school website, and School Messenger. The school's EL facilitator ensures that families of EL students received pertinent information in a language they understand.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

PKS strives to involve parents in every aspect of school life. Faculty and staff members work with parents regarding their requests to be involved with their children's education. Parental input is valued and used to modify program offerings as well as procedures (if appropriate). Input is gathered through surveys, program evaluations, and informal suggestions.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

All parents are encouraged to participate in the educational process including parents with limited English proficiency and parents with disabilities. The school's EL facilitator and the district EL supervisor assist in providing information (reports, notices, etc.) to parents in a language they understand. Handicap parking places are positioned close to the front entrance and sidewalks have sloped sections that allow for wheelchair accessibility. Restrooms are equipped with handicap stalls, allowing extra space for maneuvering. Currently there are no migrant students at PKS.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

● I have completed and uploaded the Coordination of Resources - Comprehensive Budget.

I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.





eProve™ strategies: Goals & Plans

. The school has completed all components of its ACIP in eProve™ strategies.

Yes

No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 Budget		<ul style="list-style-type: none"> •
 Advisory Meeting Agenda and Sign-In	This was the summer sign in sheets for our Title I Advisory Meeting.	<ul style="list-style-type: none"> •
 Home School Compact	This is a document provided at Parent Orientation before the start of school.	<ul style="list-style-type: none"> •
 Parent Involvement Plan		<ul style="list-style-type: none"> •