

Prattville Primary School

Vision

Today, Tomorrow, Together

Mission

Prattville Primary School will learn, love, and lead.

Beliefs

Prattville Primary School believes all students can learn given equitable opportunities. It is our responsibility to prepare students for the future and provide a safe and secure learning environment.

Family Involvement

Objectives

- Provide students' families with information, training, and school resources, empowering them to be supportive partners.

Critical Initiatives

- Collaborate to improve family engagement to improve student achievement offering opportunities for all stakeholders.
- Provide opportunities for parents to learn skills to help students. The parent liaison will work closely with all stakeholders to improve parental involvement.
- Leader in Me implementation

Academics

Objectives

- Inspire students with the mindset, skills, and supportive environment they need to lead their academic achievement.

Critical Initiatives

- Empower students to lead their own learning and engage in higher-order thinking through progressive instructional methods.
- Differentiated instruction, multi-sensory, RTI strategies will be incorporated through both whole and small group lessons ELA and math for all students.
- Data from multiple sources will be analyzed to determine

Culture

Objectives

- Create a school culture where students and staff feel safe and valued.
- Empower staff with meaningful leadership opportunities and expert support to guide the social, emotional, and academic development of their students.

Critical Initiatives

- Seek ways to improve attendance and educate parents on the effects of academic success.
- Implement positive behavior intervention supports through the PAWS program.
- Implement The Leader in Me school improvement model to equip students with essential skills.

Critical Initiatives

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Critical Initiatives

growths, achievement and gaps. Multiple leadership teams will guide steps for student achievement and support.

- Digital resources will be used to engage and empower learners through technology.
- 1st-grade students will progress from a fall 2021 school grade equivalency of 0.6 in the STAR Math assessment to a 2.0 school grade equivalency by spring of 2022.
- 2nd-grade students will progress from a fall 2021 school grade equivalency of 2.0 in the STAR Math assessment to a 3.0 school grade equivalency by spring of 2022.
- 1st-grade students will progress from a fall 2021 school grade equivalency of 0.8 in the STAR Early Literacy Reading assessment to a 2.0 school grade equivalency by spring of 2022.
- 2nd-grade students will progress from a fall 2021 school grade equivalency of 2.4 in the STAR Reading assessment to a 3.0 school grade equivalency by spring of 2022.
- Increase proficiency scores on the ACAP in ELA to 70% and in Math to 60% with a focus on craft and structure/integration of knowledge and ideas and geometry and measurement.

- Establish an inspiring leadership environment that communicates the worth and potential of every student.
- Staff empowerment
- Staff Fulfillment/satisfaction: Transform school culture through planned and strategic interaction among all stakeholders.
- Professional Development Opportunities

Key Measures

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Key Measures

- Surveys
- Participation Rates
- Parent resource Center check out logs
- Parent/Teacher resource center check out logs.
- Parent liaison daily communication logs
- agendas
- Classroom Observations

- Surveys
- Participation Rates
- Classroom Observations
- Purchase Order reviews
- Data collection and review
- Lesson plans
- Teacher evaluations/observations
- Usage reports

- Attendance reports
- Surveys
- Participation Rates
- Classroom Observations
- Behavior reports and data collection
- Data collection and review
- Sign ins
- Teacher evaluations/observations

Key Measures

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- Practice sessions, notebooks with prompts



2021-2022 PPS Title I Schoolwide Diagnostic for ACIP

Title I Schoolwide Diagnostic for ACIP

Prattville Primary 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

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

1. How was the comprehensive needs assessment conducted?

Surveys were sent to parents and faculty to determine areas of strength and areas of focus. The faculty looked at data pertaining to student performance including DIBELS Next, STAR, classroom tests, Lexia, Reflex, and reading assessments. Leadership has certainly considered the gap in instruction that has occurred with students having to isolate due to students testing positive or a family member testing positive.

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

Second grade students took the ACAP assessment for the first time in the Spring of 2021. The data from this assessment will serve as baseline data. The English Language Arts results show that 12% of second graders were above proficient, 47% were proficient, and 42% were below proficient. The Math results show that 9.0% of second graders were above proficient, 28% were proficient, and 63% were below proficient. The 2020-2021 DIBELS (students are no longer taking this assessment for the 2021-2022 school year), showed that 67% of first grade students were at or above benchmark at the beginning of the school year. At the end of the school year, 78% of students were at or above benchmark. This is an increase of 11%. At the beginning of the school year, 70% of our second graders were at or above benchmark. At the end of the school year, 76% of our second graders were at or above benchmark. This is an increase in 6%. Based on the STAR data that students took at mid year and at the end of the school year, 57% of our first graders were at or above benchmark. At the end of the school year, 70% of our first graders were at or above benchmark. This is an increase in 13%. 66% of our 2nd graders were at or above benchmark mid year based on the STAR data. At the end of the school year, 62% were at or above benchmark. This is a 4% decrease. When looking at students with a SRIP (Student Reading Improvement Plan), 102 plans were created for our 1st graders. At the end of the school year, 67 1st grade students still remained on a SRIP. This was a decrease of 35 plans. 74 SRIPs were created for our 2nd graders and at the end of the school year, 54 still remained on a plan. This is a decrease of 20.

3. What conclusions were drawn from the results?

From the ACAP results, it is clear that a heavy emphasis is placed on the subject of Reading and English Language Arts. PPS needs to ensure that emphasis on the subjects of Reading and Math are balanced and that all teachers are using data to

inform instructional decisions and implementing best practices. Math small groups must continue to be implemented at least three times a week in both first and second grade, and Reflex must continue to be used. PPS will be providing the students with more academic support and creating ways to keep students engaged during the learning process. PPS will be implementing GOAL time which will be a non-interrupted intervention time. Our goal is to increase the percentage of gains achieved for each student in reading by providing our students with more intensive small group and one-on-one multi-sensory instruction. All classroom teachers were trained in using Phonics First and Structures.

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

Based on academic achievement from STAR and ACAP data, our faculty will focus on increasing fluency with numbers and operations in math, comprehension strategies in the area of reading, and continue multi-sensory small group instruction in reading. PPS first and second grade teachers will be implementing progress monitoring to address students individual learning needs. GOAL time will be implemented this school year which is a non-interrupted intervention time.

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

The school goals and needs assessments provide the data used to drive our daily instruction for first and second grade. Lexia (reading technology program) and Reflex (math technology program) have been incorporated into every classroom. Our school also provides two intervention teachers that pull out at-risk academic students to provide differentiated instruction for additional small group time. PPS also meets every month with our MTSS (Multi-Tier System of Support) team to discuss all RtI students. The MTSS team creates individual learning goals for each of these students at the meetings.

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

The goals for Prattville Primary School are directly correlated to the data that is produced by the students' achievement. There is a wide range of data that is used from STAR (reading and math), Lexia, Reflex, ACAP, DIBELS 8, and classroom assessments that correlate with the reading and math series. PPS provides RTI services for both Reading and Math.

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

PPS reviews data for all learning populations. We strive to provide the best academic success and gains for each individual learning style. Our faculty understands the needs of each individual learner and work to increase academic gains. One of the many ways we address the needs is, each student has an individual goal that directly correlates with their grade level goal (leadership binders). We focus on providing additional support in the classrooms and Tier 3 pull-out instruction for students.

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

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 trade books, flash cards, math manipulatives and multi-sensory instruction at all academic levels. Our school uses Multi-Tier System of Support, formerly 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 provided outside the classroom. The goal of MTSS is to close any learning gaps and advance struggling students to grade level. To provide an engaging and well-rounded education, our students attend technology class bi-weekly. Academic skills are reinforced using online programs including: Renaissance Learning, Lexia Core 5, and Reflex Math. These programs provide an enriched and differentiated curriculum that targets the individual needs of each student. Prattville Primary School is a Leader in Me School, and a good amount of funding goes into this evidence-based model that empowers students with the leadership and life skills they need to thrive in the 21st century. Prattville Primary School has gone through a transformation that promotes leadership not only in the classroom but throughout the school by becoming ambassadors and Leader in Me singers just to name a few. Along with leadership skills, Prattville Primary School focuses on goal setting. Not only does Prattville Primary School have school wide goals, but students have class and individual goals they set. Leader in Me is about developing the whole person.

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.)

Our school/district offers multiple support services. Our school counselor has individual and group sessions based on teacher and student needs. Examples of individual/group sessions include friendship, grief, and bullying. We have a district social worker. The primary focus of our social worker is to identify and remove barriers that affect students and their ability to learn. Our social worker makes a good faith effort to assist students and their families with identifying their strengths, needs, community resources, and connect students to their zone schools. Other support services that are provided include: Butterfly Bridge Children's Advocacy Center, Council on Substance Abuse, Family Sunshine Center, Family Support Center, Helping Families Initiative, and Montgomery Area Mental Health Authority. All teachers will provide daily instruction based on research-based best-practices to all students; flexible grouping will be utilized to meet the needs of all students. Students will be engaged in meaningful literacy centers with hands-on practice for grade level standards; centers will include a technology station to practice previously taught skills and standards.

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.**

Our school has a Parent Resource Center filled with games, activities, centers, and books that will help a parent working with a struggling student. These items can be checked out and brought back at the parents convenience. During the school year, our parent liason will be located in the teacher/parent resource room. Our parent liason communicates with our counselor and teachers to develop relationships and opportunities for supporting students emotional and academically. Our school has also sent home login information for Lexia and Reflex with every student. The students can use these technology based intervention programs at home. The

school website also has a section that has links for students. These links will provide some additional academic assistance that can be used at home. Starting in October, PPS will offer an after school tutoring program. The tutoring program is aimed for students who have a deficit in reading.

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.

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

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.

Parents of English Learners are provided with individual student academic achievement results through interpreters and reports that are written in the student's native language. Our school tries to create an environment where the parents feel welcome to discuss the needs and academic progress of their students without having a language barrier.

6. What is the school's teacher turnover rate for this school year?
While many teachers often complete their educational career at PPS. Prattville Primary had six faculty members leave due to career advancements and non renewals.

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

Prattville Primary prides ourselves on having a wide range of experience level with our key teaching and learning personnel to help meet the needs of our students. PPS has teachers who are beginning their career as first year teachers to teachers who have taught for over three decades.

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 has numerous applicants each year and we partner with local teacher preparation programs. The Central Office screens all applicants and identifies best qualified. Prattville Primary School provides mentors for all 1st year teachers to the district. First year teachers and their mentors collaborate on a regular basis. Mentors help first year teachers with lessons, routines, procedures, and anything the first year teacher may need to help with a smooth transition. Prattville Primary School provides first year teachers with professional development that allows them to observe other classrooms. This helps them ask questions and get ideas for their own classroom.

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

Classroom teachers and administrators are involved in data meetings to discuss academic gains within their classrooms. MTSS (Multi-Tier System of Support) meetings also discuss students results on State Annual assessments. Goals are then set based on data for the specific content areas. Teachers are provided the opportunity to observe other classroom teachers to gain ideas to assist them in implementing instructional strategies within their own classroom. Teachers are also provided multiple opportunities to attend various workshops based on the academic needs of their students. All of our classroom teachers have been or will be trained in Phonics First. Phonics First uses scientifically research-based learning strategies to teach students systematic processes for decoding (reading) and encoding (spelling). A great number of our teachers are in the process of getting LETRS (Language Essentials for Teachers of Reading and Spelling) trained. Teachers gain essential skills to master the fundamentals of literacy instruction to apply and transform student learning.

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

Throughout the year, teachers, principals, paraprofessionals are provided with several opportunities to advance academic instruction. This year, professional development opportunities include Leader in Me staff training, Leader in Me Coaching days, LETRS training, Technology professional development, Walk-through

classroom observations, Lexia training, PBIS training, Schoology training, and Safety training.

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.

At Prattville Primary School, every first year teacher will have a mentor teacher to help and guide them throughout the school year. Each mentor meets with their mentee to develop lessons and answer questions they have to make their transition as smooth as possible.

12. Describe how all professional development is "sustained and ongoing." In the first grade, the data is difficult since first grade does not have a state assessment. This past spring, our second graders took the ACAP (Alabama Comprehensive Assessment Program) for the first time. this state assessment is used as a baseline for students going into third grade. We use all of the data sources we can to determine our growths and needs. We strive to blend professional development, professional learning and sustainability. We continue to use the data to drive all instructional decisions. Professional development is sustained and ongoing through monthly faculty meetings, sometimes more often than once a month. Teachers have scheduled meetings to help or improve on ways to increase student achievement. Teachers are given the opportunity to do "walk-throughs" in different grade level classrooms to get ideas to help implement in their own classroom.

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.

Strategies that Prattville Primary school implements to help ensure the smoothest transition for our students includes; Kindergarten students visit our campus to walkthrough first grade classrooms and specials. Our 2nd grade students visit the elementary school, the intervention teacher meets with kindergarten to discuss struggling students so that they are effectively placed based on individual needs, and incoming first grade parents attend a parent night to help with transitioning. During COVID-19 some of these events may be virtual.

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

pregnant women), displaced homemakers, and individuals with limited English proficiency.

(N/A for Elementary Schools)

N/A

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

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

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

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?

Universal screening is conducted three times per year using STAR Early Literacy/ Reading and Math. Once CBMs (Curriculum Based Measurement) are complete, the RtI facilitator/Interventionist will meet with teachers and the MTSS(Multi-Tier System of Support) to discuss specific needs of each student. Through weekly progress monitoring and RtI (intervention) small group time, students are tracked to see if they are meeting targeted goals. When reviewing the data, if the plan is deemed ineffective for the student, a RtI meeting will be held. During this meeting, a new plan of action will be developed for the student and classroom teacher to follow to ensure academic growth.

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?

Data and MTSS (Multi-Tier System of Support) meetings are set in place to evaluate and discuss student's growth. If the data shows no gains or decline, then a new, more intensive plan will be put into place. This plan will be set by the MTSS team and the classroom teacher. Also, negative trends can be identified quickly before they manifest and a plan of action is put in place. At the same time, positives can be shared with other staff members to utilize proven practices. Action Teams are used

to give a voice to the entire staff and recognize school improvement. Parents are surveyed through a number of digital and hardcopy formats to determine areas that they feel could be improved at Prattville Primary. The Rtl facilitator and classroom teacher will both follow the same plan.

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))

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.

We coordinate our federal funds with support that is state, school and community based to best serve our students and increasing achievement towards the school wide goals. Schoolwide programs that Prattville Primary integrate toward the achievement of schoolwide goals are: PBIS (Positive Behavior Instructional Support), GOAL Time (uninterrupted intervention time at the beginning of the school day), Leader in Me, SPIRE (SPED teachers use this program to provide reading services to SPED students), counseling sessions/groups our counselor provides to help students who struggle with different issues.

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).

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

ACIP Assurances

Instructions:

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

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

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





YES

NO

N/A

ATTACHMENTS

Attachment Name

-  Committee Signature Page
-  Compact 2021
-  Involvement Plan 2021
-  Parent Engagement Plan 2021

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))

The Lighthouse Team met several times over the summer with the LiM coach in order to review State annual assessment data and set realistic goals for the upcoming school year. Prattville Primary School will conduct a Title I meeting to inform parents of the requirements of the Every Student Succeeds Act (during COVID-19 this will be done virtually). Information will be given to parents that explain the requirements of Title I in regards to our school's participation. Parents will have an opportunity to learn about Prattville Primary being a School Wide Title I school, highly effective teachers and how to request those qualifications in writing, School-Parent Compact, the LEA Parental Involvement Plan, the Title I Plan, and specific discussion about the Continuous Improvement Plan and how it relates to Prattville Primary.

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.

Parental Involvement meetings will be held at various times and days throughout the school year. Due to COVID-19 these will be limited and/or virtual. The school will schedule the annual meeting to inform parents of our Title I participation. These meetings during the year will include areas that were brought to the school's attention. These items will include but are not limited to; grading procedures, testing/assessment requirements and social aspects of school. With the goal being to increase participation we try to offer a variety of reasons to come to the school. Some of these activities will include the entire school and are flexible as to day and night functions.

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).

Parents are asked to serve on a Parent Advisory Committee. Parents will have an opportunity for input on the allocated funds by survey. They will meet three times a year to discuss the plans in the CIP and how the school is reaching the goals stated.

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

The funds allocated for Parental Involvement will be used to increase Parental Involvement at Prattville Primary School. Consideration will be given to the Parent Advisory Committee and The Lighthouse Team. Prattville Primary School recognizes that parental support and communication is vital. During COVID-19 bringing parents in to the school will be challenging. The parent liaison will be located in the teacher/parent resource center and goals on how this individual can help bring the gap between home and school will be addressed. She works closely with the counselor, teachers and leadership to bring opportunities for learning home. Communication from teachers will provide opportunities to provide academic resources to our families. The positive impact of this extension of the classroom (PRC) is two-fold: the parents are able to check out items to help their child improve upon any area they or their teacher thinks is necessary. This provides needed materials that parents do not have to purchase themselves. This resource also helps teachers for the same reason; they can check out items for use in their classrooms to help individualize instruction or to provide new and interesting activities to help engage students in lessons. Title 1 parent survey revealed that 56% of parents know how to get additional help for their students. The addition of our parent liaison has been nothing but positive. She is able to bridge the school and home. Through monthly tracking logs submitted to admin, we are able to improve communication for all stakeholders.

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))

Parent survey states that 93% of parents feel PPS is welcoming to parents and families and 95% of parents feel the school communicates well with people from their culture. Parents receive information concerning student progress and school programs through regular progress reports, report cards, school messenger, parent conferences, newsletters, parent days, APT meetings, school website, teacher web pages, facebook, and other parent meetings. In carrying out the Title I , Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand.

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. The compact is signed by parents, teachers, and students. The purpose of this School -Parent Compact is to develop a partnership between school and home in order to help all children achieve high standards in their education. All three parties of this compact have specific responsibilities that they agree to carry out to the best of their ability. The school agrees to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's academic achievement standards. During COVID 19 family engagement was a challenge. Much information had to be shared through mailing items to our virtual families. We also provided Leader in Me literature during Literacy month along with reading strategies. They were encouraged to check out instructional materials from the Parent Resource Center to support learning at home. Students are also provided laminated folders in which teachers send home weekly information and graded work. This increases the involvement of parents and stakeholders as this "Tuesday folder" is sent home regularly on the given day to insure parents have the opportunity to be aware of all critical information involving their students. Title 1 parent survey shows that 91% of parents surveyed believe the school encourages them to be involved in the educational process. Parent survey says 87% of parents are aware of the progress their child is making toward their goals.

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

Parental dissatisfaction with the ACIP should be addressed by submitting a letter to the principal including the parents' name, address, telephone numbers, child's name, and stating the specific nature of their concern. The principal, upon receipt of the letter and within an acceptable time period, will discuss the issues with the parent by telephone, letter, or conference. If there are still concerns, they may contact the Federal Programs Director of the Autauga County Board of Education. The school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education. Parental concerns will be treated with respect and genuine interest.

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.

Parents are invited to attend Parent Meetings (virtual during COVID19) that address the Title One requirements and academic/social development of their children. Parent conferences are flexible; teachers and faculty are available upon request to assist parents in the understanding of individual student results. Materials purchased will be located in the Parent Resource Room. Faculty and staff are prepared to assist parents at flexible times to ensure training in the use of technology. Parents will be encouraged to utilize the resources available to them by: school messenger, school newsletters, school facebook page, calendars, report cards, progress reports, weekly folders, teacher web pages, and school websites.

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.

Professional Development will be implemented to encourage school personnel with new ideas on how to reach out to parents as equal partners. Teachers are encouraged to attend all school functions and to be available to parents at various times. Every possible effort is made to keep communication between parents and the school open. Certain events are held at night with teachers present to facilitate teacher accessibility.

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.

Due to COVID-19, events at our school that offer opportunities for parental involvement are very limited to ensure the safety of our students, faculty and staff. At the beginning of the school year, we had a staggered start for our first graders and brand new second graders which enabled our parents to bring their child to class on the first day of school. PPS will provide students' families with information, training, and school resources, empowering them to be supportive partners. Our teachers held a virtual curriculum night to inform our parents of the expectations of first and second grade. PPS will provide opportunities for parents to learn skills to help students. The parent liason will work closely with all stakeholders to improve parental involvement.

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.

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

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.

Parents who express a need from the school will receive full support from the staff. Every effort is made to either assist the parent in the manner needed or to refer the parent to the correct person. The counselors, bookkeeper, secretary, nurse, lunchroom staff, custodians, teachers and administrators all work diligently to ensure that all needed support is given in a timely manner.

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))

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

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.

ATTACHMENTS

Attachment Name






 Coordination of Resources

eProve™ strategies: Goals & Plans

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

- Yes
- No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Committee Signature Page	Committee Signature Page	• 1
 Compact 2021	Compact 2021	• 1
 Coordination of Resources	Budget File	•
 Involvement Plan 2021	Involvement Plan 2021	• 1
 Parent Engagement Plan 2021	Parent Engagement Plan 2021	• 1