



ACIP

Priceville Elementary School

Morgan County Board of Education

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Priceville, AL 35603

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Executive Summary

Introduction

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

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

Description of the School

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

Priceville Elementary School's purpose is to instill the principles outlined in Franklin Covey's The Leader in Me process in order to create critical thinkers who will serve as leaders. PES centers on our motto of "Leading, Loving, Learning Together." Through this motto, students are empowered as leaders so they may perform at their highest level of potential. Our culture places a strong emphasis on values by setting goals to enhance students socially and academically. Students are held to a high level of excellence through expectations set forth in Leadership notebooks, conferences, and rigorous schoolwide social and academic programs. PES meets the needs of our students through art/music, The Leader in Me process, approximately 50 clubs, and Alabama College and Career Readiness Standards (CCRS) implementation. These various programs provide opportunities across the curriculum to support and nurture the development of social and academic leaders.

School's Purpose

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

OUR VISION: Morgan County Schools will provide opportunities for all students and employees to excel in learning, establish strong relationships, and foster positive leadership.

Priceville Elementary supports the Morgan County School System in making a continuous effort to develop leaders and provide authentic learning experiences. Our school rallies around the district vision, Morgan County Schools will provide opportunities for all students and employees to excel in learning, establish strong relationships, and foster positive leadership.

OUR MISSION: Every child a graduate...every graduate prepared to lead.

Priceville Elementary supports the Morgan County School System in preparing every student to lead.

OUR MOTTO: Leading, loving, Learning Together.

Priceville Elementary educates all students in a safe, supportive, challenging environment where everyone is trained to lead. Our school rallies around the district motto, "Take the Next Step."

WE BELIEVE...

-a strong focus on developing leaders will enhance student success. Our school has received the honor of being the world's 34th Leader In Me Lighthouse School. Faculty and staff members have been trained on the 7 Habits of Highly Effective People and implement the habits to a high degree. Our students are given multiple opportunities to apply for leadership roles throughout the year. We have a student lighthouse team and student ambassadors who greet students and visitors. Students also lead reading rallies, leadership day, awards day, and various events during the school year.

-highly effective schools create a loving environment where students are actively engaged in learning. Our club offerings provide our students the opportunities to explore various interests and learn by doing. Several clubs are sponsored by community members and stakeholders with a shared interest of developing our students through enrichment. The clubs vary from art to music to robotics. Students synergize and are able to express their personal interest(s) while increasing their love for learning. Students are also engaged in setting and monitoring personal as well as academic goals. This creates an active sense of ownership and input from the students to enhance student progress.

-all students can learn. Our faculty has been trained on the implementation of the Alabama College and Career Ready Standards. Faculty representatives have been involved at the district level in creating pacing guides, aligned with the CCRS, for math and English language arts. Teachers are using formative assessment data to adjust instruction and identify which standards have been mastered and which standards need remediation. Our Response to Instruction team meets regularly to establish specific interventions for individual students. We support and comply with Morgan County/State testing through DIBELS and Performance Series. Our teachers demonstrate a high level of instructional excellence and are adapting to facilitate learning for all students.

Priceville Elementary School's purpose is to instill the principles outlined through Franklin Covey's The Leader in Me process in order to create critical thinkers who will serve as leaders. PES centers on our motto of "Leading, Loving, Learning Together". Through this motto,

students are empowered as leaders so they may perform at their highest level of potential. Our culture places a strong emphasis on values by setting goals to enhance students socially and academically. Students are held to a high level of excellence through expectations set forth in Leadership notebooks, conferences, and rigorous school-wide social and academic programs. PES meets the needs of our students through art/music, The Leader in Me process, approximately 56 clubs, and Alabama College and Career Readiness Standards (CCRS) implementation. These various programs provide opportunities across the curriculum to support and nurture the development of social and academic leaders.

Notable Achievements and Areas of Improvement

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

Priceville Elementary was selected as a CLAS BANNER School in 2012 and recognized as a school that serves as an outstanding educational model for other schools in Alabama. The CLAS Banner School program was created in 2001 to recognize schools in Alabama that showcase outstanding programs and service to students. 142 schools were nominated for this prestigious recognition. Ten schools were chosen out of those nominated and PES was one of them.

Priceville Elementary is also a Franklin Covey Lighthouse School. This means that the PES faculty has undergone a three-day training of Stephen Covey's Seven Habits of Highly Effective People in January 2011 and May 2011, completed a book study of The Leader in Me in 2011, and undergone the Leader in Me Empowerment Training in August 2013. As of February 7, 2013, our faculty, students, and parents were recognized for integrating The Seven Habits of Highly Effective People to a high degree and given "Lighthouse School" status. Several teachers on the PES staff are trained to teach Stephen Covey's 7 Habits to other schools. PES is currently seeking Lighthouse recertification.

The Leader in Me is an innovative, school-wide model that emphasizes a culture of student empowerment and helps unleash each child's full leadership potential. By applying The Seven Habits of Highly Effective People, teachers and students internalize timeless leadership principles that nurture the skills that students need for success in the 21st century.

PES is committed to holding an annual Leadership Day. Schools from around the state and other states came to observe 7 Habit techniques, examples of student-led presentations, student ambassadors, student data, and student leadership binders. PES prides itself of mentoring other Leader in Me schools and those trying to obtain Leader in Me status as well as Lighthouse status. Due to our achievements, PES gained Lighthouse status quickly.

Although PES has a large number of proud achievements, PES will focus on several areas of improvements: (1) Improving reading scores for K-4, (2) Improving math scores K-4, and (3) Improving communication to parents about differentiating instruction while meeting the needs of individual students.

Priceville Elementary is striving for The Lighthouse status through Blue Ribbon Schools of Excellence. Priceville Elementary is currently at the Beacon level with a continued focus on academic improvement.

Additional Information

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

Priceville Elementary School prides itself in being involved with charities and community service projects such as participating in the Toys-for-Tots and Juvenile Diabetes Walk.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

In order to execute our school improvement plan, the ACIP committee selected a variety of community stakeholders. The committee collaboratively selected the Mayor of Priceville or designee, PTO President, Partners in Education (Texas Roadhouse) representatives, parent, and a student representative. The stakeholders will receive a personal phone call offering them this leadership opportunity. Meetings are scheduled to accommodate the community stakeholders and ACIP committee.

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

The stakeholder committee will include the Mayor or designee, PTO President, Partners in Education representatives, a parent, and a student representative. The ACIP committee and the stakeholder's committee have been given an opportunity to review and revise our ACIP through collaboration and feedback.

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

The final improvement plan will be communicated to all stakeholders through the school website. We will share the results with stakeholders from the ACIP Review Board each fall.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		DIBELS and Scantron

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Scantron 4th Reading: 71%

Scantron 4th Math: 85%

Scantron 3rd Reading: 69%

Scantron 4th Math 96%

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

3rd Math continues to improve from year to year.

Which area(s) indicate the overall highest performance?

Scantron - 3rd grade Math

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

Students receiving SPIRE intervention are showing gains in reading.

Between which subgroups is the achievement gap closing?

SPIRE intervention students

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

DIBELS scores' of SPIRE students along with Scantron scores confirm these findings.

Areas in Need of Improvement

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

DIBELS - First grade

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

Letter naming and nonsense word fluency

Which area(s) indicate the overall lowest performance?

Letter naming

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

First grade students

Between which subgroups is the achievement gap becoming greater?

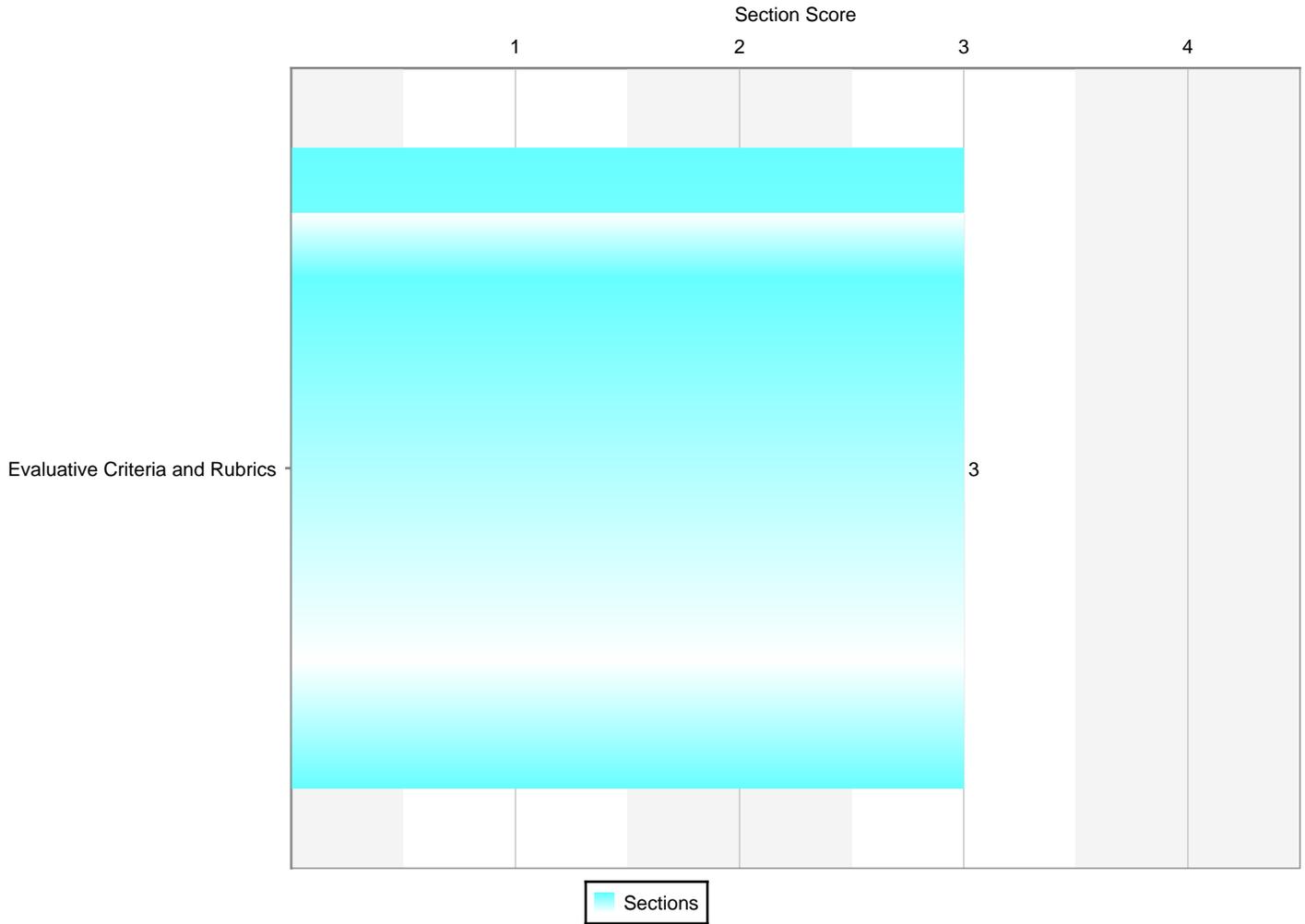
First grade

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

First grade students consistently score low on DIBELS across Morgan County Schools.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Tanya McCain, Principal 438 Cave Springs Road Decatur, AL 35603 256-341-9202	Signature

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

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

Plan for ACIP 2018-2019

Overview

Plan Name

Plan for ACIP 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in grades K-4 will achieve academic growth in Mathematics.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$4000
2	All students at Priceville Elementary will achieve academic growth in Reading.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$105000
3	Priceville Elementary School will implement a parental involvement plan in the 2018-19 school year to provide more opportunities for parent, family, and community engagement.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
4	Increase DIBELS Benchmark Percentages	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students in grades K-4 will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance growth in Mathematics by 05/24/2019 as measured by Global Scholar and/or MAPS Assessments.

Strategy 1:

Formative Assessments - Using Formative Assessments to guide standards based instruction, teachers will administer the Exact Path and Scantron.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998; Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment with higher student achievement, with typical effect sizes ranging from 0.4 to 0.7. Across these studies, formative assessment was shown to be particularly beneficial for low performing students, which suggests that increasing teachers' capacity for formative assessment has promise for closing the achievement gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education- Award number S366A020002- and the National Science Foundation - Award number EHR-0227057).

Activity - Administer and Analyze Exact Path and Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer and analyze the Exact Path Baseline and End of Year Benchmark Assessments, along with two Formative Assessments. Exact Path will be administered four times during the 2018-19 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. Data meetings will be held after the administration of each Exact Path formative assessment time period to analyze student performance data. Teachers will use pacing guides and assessment data to guide instruction and adjust lesson plans.	Academic Support Program	08/08/2018	05/24/2019	\$0	General Fund	Teachers, Computer lab aides, Principal, Assistant Principal, Instructional Coaches
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development and job embedded training as a follow up to CCRS standards and use of formative assessment data. Professional development through MCS trainers may be offered. Teachers may attend workshops, conferences, training sessions, etc. to enhance the use of technology and skills based, research based instruction.	Professional Learning	08/08/2018	05/24/2019	\$0	Title I Part A	District Directors, Principals, Instructional Coaches, Teachers

Strategy 2:

Focused Instruction on Special Populations - Special education students will be taught and assessed based upon their current individual math performance goal.

Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement Learning Supports

Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics (Bel, Greer, Grimison, Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba, 1989; Kouba & Franklin, 1995). This analysis is then intended to guide instruction (Black & Wiliam, 1998; Popham, 2006).

Activity - Voyager Math/Success Maker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource Teachers will provide focused instruction, utilizing Envision Math and Touch Point math for reinforcement of standards based skill deficits	Academic Support Program	08/08/2018	05/24/2019	\$0	General Fund	District Directors, Principal, Assistant Principal, Special Education Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development and job embedded training as a follow up to OGAP professional development, Engage New York strategies and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches.	Professional Learning	08/08/2018	05/24/2019	\$4000	Title II Part A	District Directors, Principals, Instructional Coaches, Teachers

Strategy 3:

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, using the text adopted curriculum while using a variety of AMSTI, Engage NY, OGAP active engagement strategies. IEP goals will be implemented and Rtl guidelines will be followed. Teachers will utilize proper tiered instruction.

Category: Develop/Implement Learning Supports

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, assessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's zone of proximal development (Allan & Tomlinson, 2000, Vygotsky, 1978). In one three year study researching the application and effects of differentiated instruction in K-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

Activity - Explicit, Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction.	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Principals, Instructional Coaches, Teachers
Activity - Hands on Instruction and Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate identified manipulative and technology resources into lessons and standards-based centers while providing opportunities for practice and enrichment, utilizing identified resources for remediation for students not mastering skills taught.	Academic Support Program	08/08/2018	05/24/2019	\$0	Other	Principals, Instructional Coaches, Teachers
Activity - Use of Technology as an Instructional Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate identified technology resources into lessons and standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data.	Technology	08/08/2018	05/24/2019	\$0	Other	Principals, Instructional Coaches, Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers may attend training, workshops, conferences, etc.in the area of skills based, research based instruction and to enhance the use of technology. Professional learning and job embedded training may be offered through AMSTI, ARI regional coaches, MCS instructional coaches and Technology in Motion.	Professional Learning	08/08/2018	05/24/2019	\$0	Title II Part A	District Directors, Principals, Instructional Coaches, Teachers

Goal 2: All students at Priceville Elementary will achieve academic growth in Reading.**Measurable Objective 1:**

demonstrate a proficiency based on Exact Path and Scantron assessment growth by 05/24/2019 as measured by the data results of the 2018-19 Exact Path and Scantron assessment.

Strategy 1:

NWEA MAP Assessment - Exact Path Assessment- All students in grades 1-4, will participate in the Exact Path Assessment each Spring. New students will take the Exact Path assessment in fall and spring. After each assessment, the students will receive a score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon the score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their reading proficiency. Each additional Exact Path assessment will measure student growth.

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

Research Cited: Northwest Evaluation Association (NWEA) has completed a study to predict performance on the ACT achievement tests in reading and mathematics using scores on the Measures of Academic Progress (MAP) assessments for reading and mathematics. The study identifies cut-scores on MAP that correspond to

published college readiness benchmarks on the ACT and provided a set of tables to help teachers and parents gauge, in a timely manner, whether a student is on track in his or her preparation for college success.

Activity - MAP Assessment and Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 3-4 will take the MAP assessment in September, November, and February. After each assessment, the students will receive a RIT score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon their RIT score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the ACT Aspire. Each additional MAP Assessment will measure student growth. The MAP Assessment has a 95 percent correlation to the ACT Aspire.	Academic Support Program	08/22/2016	06/01/2017	\$105000	District Funding	Administrators, Teachers

Activity - Scantron	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scantron will be administered 2 times per year to measure student growth	Academic Support Program, Policy and Process	08/08/2018	05/24/2019	\$0	No Funding Required	All

Goal 3: Priceville Elementary School will implement a parental involvement plan in the 2018-19 school year to provide more opportunities for parent, family, and community engagement.

Measurable Objective 1:

collaborate to provide opportunities and innovative ways to more effectively involve and serve parents by 05/24/2019 as measured by the recording of activities, dates of activities, and parent sign-in sheets during the 2018-19 school year..

Strategy 1:

Parent/Family Engagement Activities - Our school will endeavor to continually seek involvement and input from families to support a community of learning. We will plan and offer a variety of activities and opportunities for parents and families as a means to encourage their involvement in our school and with their students.

Category: Develop/Implement Student and School Culture Program

Research Cited: Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education (Garcia, Lily E. "The Enduring Importance of Parental Involvement." NEA Today. N.p., 29 Apr. 2015. Web. 26 May 2017). Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

Activity - Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Our school will offer a survey to all parents/families during the 2018-19 school year to seek input for needs and programs of interest. Through a variety of offerings including email, school website link, school Facebook posts, etc., we make available the ACIP Survey to all parents in the Spring as a means for evaluation of our program and to gain input. Paper copies of the survey are available upon parent request.	Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	Principal, Faculty, and Staff
Activity - Access to Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents/families will be offered reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.	Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	Principal, faculty, and staff
Activity - Mentoring/Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All advisory teachers will contact parents of every student assigned to their advisory class. This contact will be at least once per month. There should be two-way, meaningful communication between family members and school staff, to the extent practicable, in a language that family members can understand. The first contact (first month of school) should be by phone or in person. After that, communication to occur once a month via parent preferred communication means. Call logs will be submitted to the school principal and principals will check for compliance. Evidence of call logs will be submitted to the superintendent.	Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	Superintendent, Principal, Faculty
Activity - Parent/Family Engagement Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least three parent/family outreach activities will be held during the school year. Planned events include: Beginning of the year Meet the Teacher, Math family night, and the Science Fair/Priceville Town Council Program. At least two events will be scheduled in the evening to better serve parents who cannot attend traditional school functions during the day. In addition to school-wide events, many other events are planned which target specific grade levels or areas of interest. Many of our community partners and stakeholders participate in our Parent/Family events by offering and donating prizes, food, and snacks.	Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	Principal, Faculty, and Staff

Goal 4: Increase DIBELS Benchmark Percentages**Measurable Objective 1:**

demonstrate a proficiency in DIBELS assessments in English Language Arts increasing Kindergarten to 86% and First Grade to 76%. by 05/24/2019 as measured by DIBELS end of year benchmark scores.

Strategy 1:

Formative Assessment: Administration of DIBELS - DIBELS assessments will be administered three times during the academic year. - Teachers will utilize assessment data to guide standards based instruction.

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

Research Cited: DIBELS is an assessment used to measure the acquisition of early literacy skills. Cummings, K.D, Kennedy, P.C., Otterstedt, J., Baker, S.K., & Kame'enui, E.J. (2011). DIBELS data System: 2010-2011 Percentile Ranks for DIBELS Next Benchmark Assessments (Technical Report 1101). Eugene, OR: University of Oregon.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, while utilizing a variety of active engagement strategies. IEP goals will be implemented and RTI guidelines will be followed. Teachers will utilize proper tiered instruction.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Principal, Instructional Coaches, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development and job embedded training as a follow up to OGAP professional development, Engage New York strategies and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches.	Professional Learning	08/08/2018	05/24/2019	\$4000	District Directors, Principals, Instructional Coaches, Teachers
Professional Development	Teachers may attend training, workshops, conferences, etc.in the area of skills based, research based instruction and to enhance the use of technology. Professional learning and job embedded training may be offered through AMSTI, ARI regional coaches, MCS instructional coaches and Technology in Motion.	Professional Learning	08/08/2018	05/24/2019	\$0	District Directors, Principals, Instructional Coaches, Teachers
Total					\$4000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hands on Instruction and Practice	Teachers will incorporate identified manipulative and technology resources into lessons and standards-based centers while providing opportunities for practice and enrichment, utilizing identified resources for remediation for students not mastering skills taught.	Academic Support Program	08/08/2018	05/24/2019	\$0	Principals, Instructional Coaches, Teachers
Use of Technology as an Instructional Tool	Teachers will incorporate identified technology resources into lessons and standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data.	Technology	08/08/2018	05/24/2019	\$0	Principals, Instructional Coaches, Teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Voyager Math/Success Maker	Resource Teachers will provide focused instruction, utilizing Envision Math and Touch Point math for reinforcement of standards based skill deficits	Academic Support Program	08/08/2018	05/24/2019	\$0	District Directors, Principal, Assistant Principal, Special Education Teachers
Administer and Analyze Exact Path and Study Island	Teachers will administer and analyze the Exact Path Baseline and End of Year Benchmark Assessments, along with two Formative Assessments. Exact Path will be administered four times during the 2018-19 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. Data meetings will be held after the administration of each Exact Path formative assessment time period to analyze student performance data. Teachers will use pacing guides and assessment data to guide instruction and adjust lesson plans.	Academic Support Program	08/08/2018	05/24/2019	\$0	Teachers, Computer lab aides, Principal, Assistant Principal, Instructional Coaches
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development and job embedded training as a follow up to CCRS standards and use of formative assessment data. Professional development through MCS trainers may be offered. Teachers may attend workshops, conferences, training sessions, etc. to enhance the use of technology and skills based, research based instruction.	Professional Learning	08/08/2018	05/24/2019	\$0	District Directors, Principals, Instructional Coaches, Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, while utilizing a variety of active engagement strategies. IEP goals will be implemented and RTI guidelines will be followed. Teachers will utilize proper tiered instruction.	Academic Support Program	08/08/2018	05/24/2019	\$0	Principal, Instructional Coaches, Teachers

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Parent/Family Engagement Events	At least three parent/family outreach activities will be held during the school year. Planned events include: Beginning of the year Meet the Teacher, Math family night, and the Science Fair/Priceville Town Council Program. At least two events will be scheduled in the evening to better serve parents who cannot attend traditional school functions during the day. In addition to school-wide events, many other events are planned which target specific grade levels or areas of interest. Many of our community partners and stakeholders participate in our Parent/Family events by offering and donating prizes, food, and snacks.	Parent Involvement	08/08/2018	05/24/2019	\$0	Principal, Faculty, and Staff
Explicit, Tiered Instruction	Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction.	Direct Instruction	08/08/2018	05/24/2019	\$0	Principals, Instructional Coaches, Teachers
Access to Staff	Parents/families will be offered reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.	Parent Involvement	08/08/2018	05/24/2019	\$0	Principal, faculty, and staff
Scantron	Scantron will be administered 2 times per year to measure student growth	Academic Support Program, Policy and Process	08/08/2018	05/24/2019	\$0	All
Surveys	Our school will offer a survey to all parents/families during the 2018-19 school year to seek input for needs and programs of interest. Through a variety of offerings including email, school website link, school Facebook posts, etc., we make available the ACIP Survey to all parents in the Spring as a means for evaluation of our program and to gain input. Paper copies of the survey are available upon parent request.	Parent Involvement	08/08/2018	05/24/2019	\$0	Principal, Faculty, and Staff
Mentoring/Advisory	All advisory teachers will contact parents of every student assigned to their advisory class. This contact will be at least once per month. There should be two-way, meaningful communication between family members and school staff, to the extent practicable, in a language that family members can understand. The first contact (first month of school) should be by phone or in person. After that, communication to occur once a month via parent preferred communication means. Call logs will be submitted to the school principal and principals will check for compliance. Evidence of call logs will be submitted to the superintendent.	Parent Involvement	08/08/2018	05/24/2019	\$0	Superintendent, Principal, Faculty
Total					\$0	

District Funding

ACIP

Priceville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Assessment and Study Island	Grades 3-4 will take the MAP assessment in September, November, and February. After each assessment, the students will receive a RIT score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon their RIT score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the ACT Aspire. Each additional MAP Assessment will measure student growth. The MAP Assessment has a 95 percent correlation to the ACT Aspire.	Academic Support Program	08/22/2016	06/01/2017	\$105000	Administrators, Teachers
Total					\$105000	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Staff Surveys

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

Leadership engages stakeholders effectively in support of the school's purpose and direction.

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

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Areas in Need of Improvement

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

Teaching and assessing for learning

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

Teaching and assessing for learning

What are the implications for these stakeholder perceptions?

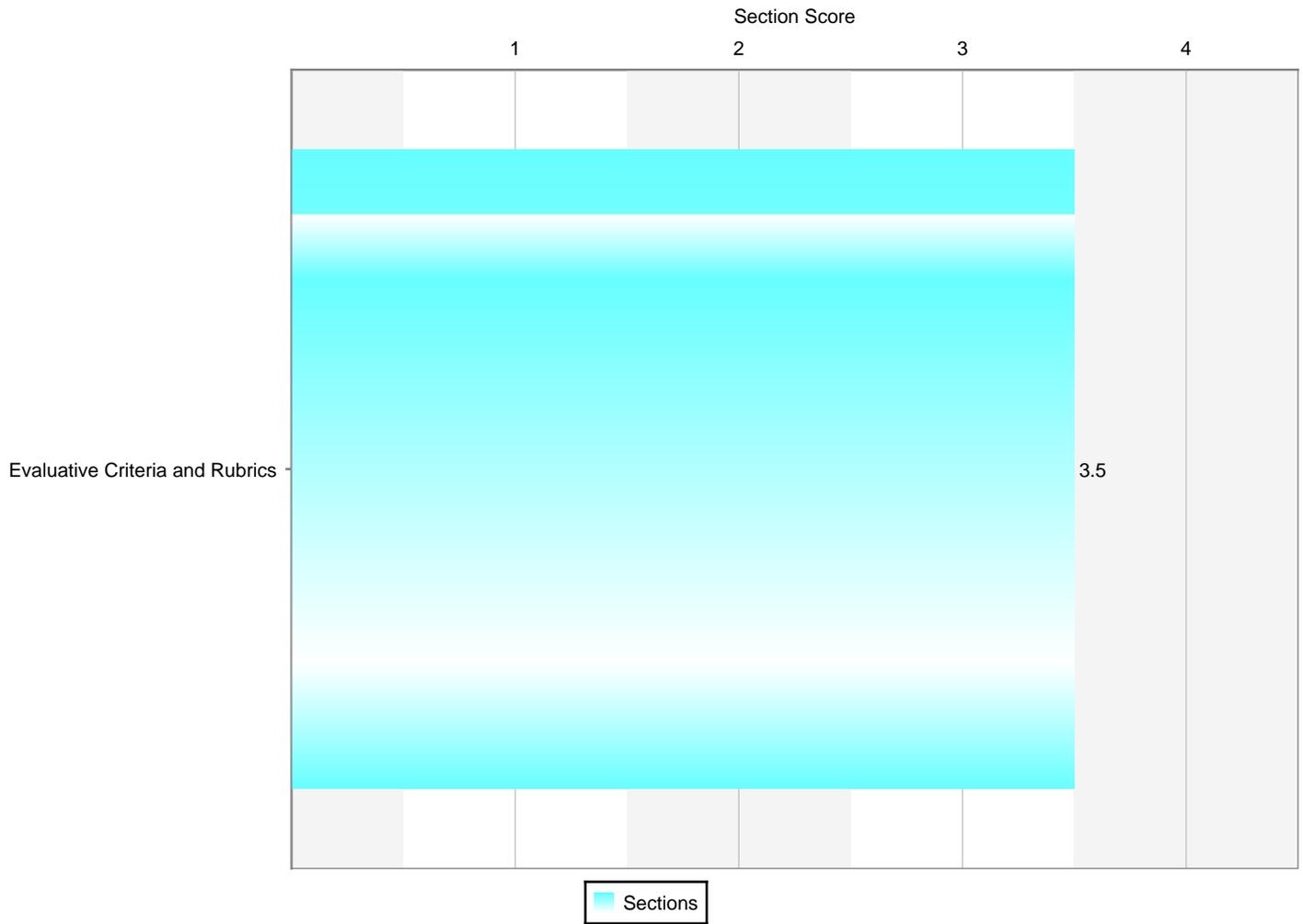
There was a scored of 4.04 in this area which showed it was the lowest score based on all the standards.

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

They all align with other stakeholder feedback sources.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

DIBELS Next and a universal screener are used to identify students with reading interference. Once identified, students are grouped according to interference and serviced through SPIRE intervention.

What were the results of the comprehensive needs assessment?

During the 2017-18 school year, we noticed our Kindergarten students were at 71% Benchmark at the beginning of the year and were 85% Benchmark by the end. First grade students were at 84% Benchmark at the beginning of the year and were at 75% Benchmark by the end. Second grade students were at 85% Benchmark at the beginning of the year and were 78% Benchmark by the end. Overall, Priceville Elementary School was at 80% at the beginning of the year and at 79% by the end of the year.

What conclusions were drawn from the results?

Some of these students qualified to receive SPIRE reading intervention.

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

During school data meetings, teachers and administrators decided to refer students performing intensive on the DIBELS assessment would be referred to the RTI (response to instruction) team.

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

Our school goal is for all students at Priceville Elementary School to achieve academic growth in Reading.

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

We use multiple assessments to look at the whole child and focus on the five components of reading. Students are assessed using DIBELS, Star Test, Exact Path, teacher observation and weekly classroom assessments.

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

Students school-wide are assessed in Exact Path, STAR, and common grade level assessments. Priceville Elementary offers tutoring after SY 2018-2019

school to those students that have reading interferences regardless of income.

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

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

Goal 1:

All students in grades K-4 will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance growth in Mathematics by 05/24/2019 as measured by Global Scholar and/or MAPS Assessments.

Strategy1:

Focused Instruction on Special Populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement Learning Supports

Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics (Bel, Greer, Grimison, Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba, 1989; Kouba & Franklin, 1995). This analysis is then intended to guide instruction (Black & Wiliam, 1998; Popham, 2006).

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training as a follow up to OGAP professional development, Engage New York strategies and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches.	Professional Learning	08/08/2018	05/24/2019	\$4000 - Title II Part A	District Directors, Principals, Instructional Coaches, Teachers

Activity - Envision Math/Touch Point Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource Teachers will provide focused instruction, utilizing Envision Math and Touch Point math for reinforcement of standards based skill deficits	Academic Support Program	08/08/2018	05/24/2019	\$0 - General Fund	District Directors, Principal, Assistant Principal, Special Education Teachers

Strategy2:

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles,
SY 2018-2019

using the text adopted curriculum while using a variety of AMSTI, Engage NY, OGAP active engagement strategies. IEP goals will be implemented and Rtl guidelines will be followed. Teachers will utilize proper tiered instruction.

Category: Develop/Implement Learning Supports

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures,

promoting student engagement and motivation, assessing student readiness, responding to learning styles, grouping students for instruction and teaching to the

student's zone of proximal development (Allan & Tomlinson, 2000, Vygotsky, 1978). In one three year study researching the application and effects of differentiated

instruction in K-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis

& Gable, 2008).

Activity - Hands on Instruction and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate identified manipulative and technology resources into lessons and standards-based centers while providing opportunities for practice and enrichment, utilizing identified resources for remediation for students not mastering skills taught.	Academic Support Program	08/08/2018	05/24/2019	\$0 - Other	Principals, Instructional Coaches, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers may attend training, workshops, conferences, etc.in the area of skills based, research based instruction and to enhance the use of technology. Professional learning and job embedded training may be offered through AMSTI, ARI regional coaches, MCS instructional coaches and Technology in Motion.	Professional Learning	08/08/2018	05/24/2019	\$0 - Title II Part A	District Directors, Principals, Instructional Coaches, Teachers

Activity - Use of Technology as an Instructional Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate identified technology resources into lessons and standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data.	Technology	08/08/2018	05/24/2019	\$0 - Other	Principals, Instructional Coaches, Teachers

Activity - Explicit, Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction.	Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers

Strategy3:

Formative Assessments - Using Formative Assessments to guide standards based instruction, teachers will administer the Exact Path and Scantron.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998; Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment with higher student achievement, with typical effect sizes ranging from 0.4 to 0.7. Across these studies, formative assessment was shown to be particularly beneficial for low performing students, which suggests that increasing teachers' capacity for formative assessment has promise for closing the achievement gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education- Award number S366A020002- and the National Science Foundation - Award number EHR-0227057).

Activity - Administer and Analyze Exact Path and Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer and analyze the Exact Path Baseline and End of Year Benchmark Assessments, along with two Formative Assessments. Exact Path will be administered four times during the 2018-19 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. Data meetings will be held after the administration of each Exact Path formative assessment time period to analyze student performance data. Teachers will use pacing guides and assessment data to guide instruction and adjust lesson plans.	Academic Support Program	08/08/2018	05/24/2019	\$0 - General Fund	Teachers, Computer lab aides, Principal, Assistant Principal, Instructional Coaches

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training as a follow up to CCRS standards and use of formative assessment data. Professional development through MCS trainers may be offered. Teachers may attend workshops, conferences, training sessions, etc. to enhance the use of technology and skills based, research based instruction.	Professional Learning	08/08/2018	05/24/2019	\$0 - Title I Part A	District Directors, Principals, Instructional Coaches, Teachers

Goal 2:

All students at Priceville Elementary will achieve academic growth in Reading.

Measurable Objective 1:

demonstrate a proficiency based on Exact Path and Scantron assessment growth by 05/24/2019 as measured by the data results of the 2018-19 Exact Path and Scantron assessment.

Strategy1:

Exact Path Assessment - Exact Path Assessment- All students in grades 1-4, will participate in the Exact Path Assessment each Spring.

New students will take the Exact Path assessment in fall and spring. After each assessment, the students will receive a score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon the score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their reading proficiency. Each additional Exact Path assessment will measure student growth.

Students with an IEP will receive reading instruction using I Read and System 44.

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

Research Cited: Northwest Evaluation Association (NWEA) has completed a study to predict performance on the ACT achievement tests in reading and mathematics using scores on the Measures of Academic Progress (MAP) assessments for reading and mathematics. The study identifies cut-scores on MAP that correspond to published college readiness benchmarks on the ACT and provided a set of tables to help teachers and parents gauge, in a timely manner, whether a student is on track in his or her preparation for college success.

Activity - Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scantron will be administered 2 times per year to measure student growth	Academic Support Program Policy and Process	08/08/2018	05/24/2019	\$0 - No Funding Required	All

Activity - Exact Path and Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-4 will take the Exact Path assessment in September, December/January, and April. After each assessment, the students will receive a score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon their score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the Scantron Assessment.. Each additional Exact Path Assessment will measure student growth.	Academic Support Program	08/08/2018	05/24/2019	\$105000 - District Funding	Administrators, Teachers

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

Goal 1:

All students in grades K-4 will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance growth in Mathematics by 05/24/2019 as measured by Global Scholar and/or MAPS Assessments.

Strategy1:

Formative Assessments - Using Formative Assessments to guide standards based instruction, teachers will administer the Exact Path and Scantron.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998; Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment with higher student achievement, with typical effect sizes ranging from 0.4 to 0.7. Across these studies, formative assessment was shown to be particularly beneficial for low performing students, which suggests that increasing teachers' capacity for formative assessment has promise for closing the achievement gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education- Award number S366A020002- and the National Science Foundation - Award number EHR-0227057).

Activity - Administer and Analyze Exact Path and Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer and analyze the Exact Path Baseline and End of Year Benchmark Assessments, along with two Formative Assessments. Exact Path will be administered four times during the 2018-19 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. Data meetings will be held after the administration of each Exact Path formative assessment time period to analyze student performance data. Teachers will use pacing guides and assessment data to guide instruction and adjust lesson plans.	Academic Support Program	08/08/2018	05/24/2019	\$0 - General Fund	Teachers, Computer lab aides, Principal, Assistant Principal, Instructional Coaches

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training as a follow up to CCRS standards and use of formative assessment data. Professional development through MCS trainers may be offered. Teachers may attend workshops, conferences, training sessions, etc. to enhance the use of technology and skills based, research based instruction.	Professional Learning	08/08/2018	05/24/2019	\$0 - Title I Part A	District Directors, Principals, Instructional Coaches, Teachers

Strategy2:

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, using the text adopted curriculum while using a variety of AMSTI, Engage NY, OGAP active engagement strategies. IEP goals will be implemented and Rtl guidelines will be followed. Teachers will utilize proper tiered instruction.

Category: Develop/Implement Learning Supports

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, assessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's zone of proximal development (Allan & Tomlinson, 2000, Vygotsky, 1978). In one three year study researching the application and effects of differentiated

instruction in K-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers may attend training, workshops, conferences, etc.in the area of skills based, research based instruction and to enhance the use of technology. Professional learning and job embedded training may be offered through AMSTI, ARI regional coaches, MCS instructional coaches and Technology in Motion.	Professional Learning	08/08/2018	05/24/2019	\$0 - Title II Part A	District Directors, Principals, Instructional Coaches, Teachers

Activity - Explicit, Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction.	Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers

Activity - Use of Technology as an Instructional Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate identified technology resources into lessons and standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data.	Technology	08/08/2018	05/24/2019	\$0 - Other	Principals, Instructional Coaches, Teachers

Activity - Hands on Instruction and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate identified manipulative and technology resources into lessons and standards-based centers while providing opportunities for practice and enrichment, utilizing identified resources for remediation for students not mastering skills taught.	Academic Support Program	08/08/2018	05/24/2019	\$0 - Other	Principals, Instructional Coaches, Teachers

Strategy3:

Focused Instruction on Special Populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement Learning Supports

Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics (Bel, Greer, Grimison, Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba, 1989; Kouba & Franklin, 1995). This analysis is then intended to guide instruction (Black & William, 1998; Popham, 2006).

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Activity - Envision Math/Touch Point Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource Teachers will provide focused instruction, utilizing Envision Math and Touch Point math for reinforcement of standards based skill deficits	Academic Support Program	08/08/2018	05/24/2019	\$0 - General Fund	District Directors, Principal, Assistant Principal, Special Education Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training as a follow up to OGAP professional development, Engage New York strategies and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches.	Professional Learning	08/08/2018	05/24/2019	\$4000 - Title II Part A	District Directors, Principals, Instructional Coaches, Teachers

Goal 2:

All students at Priceville Elementary will achieve academic growth in Reading.

Measurable Objective 1:

demonstrate a proficiency based on Exact Path and Scantron assessment growth by 05/24/2019 as measured by the data results of the 2018-19 Exact Path and Scantron assessment.

Strategy1:

Exact Path Assessment - Exact Path Assessment- All students in grades 1-4, will participate in the Exact Path Assessment each Spring. New students will take the Exact Path assessment in fall and spring. After each assessment, the students will receive a score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon the score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their reading proficiency. Each additional Exact Path assessment will measure student growth.

Students with an IEP will receive reading instruction using I Read and System 44.

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

Research Cited: Northwest Evaluation Association (NWEA) has completed a study to predict performance on the ACT achievement tests in reading and mathematics using scores on the Measures of Academic Progress (MAP) assessments for reading and mathematics. The study identifies cut-scores on MAP that correspond to published college readiness benchmarks on the ACT and provided a set of tables to help teachers and parents gauge, in a timely manner, whether a student is on track in his or her preparation for college success.

ACIP

Priceville Elementary School

Activity - Exact Path and Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-4 will take the Exact Path assessment in September, December/January, and April. After each assessment, the students will receive a score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon their score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the Scantron Assessment.. Each additional Exact Path Assessment will measure student growth.	Academic Support Program	08/08/2018	05/24/2019	\$105000 - District Funding	Administrators, Teachers

Activity - Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scantron will be administered 2 times per year to measure student growth	Policy and Process Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	All

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

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

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

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

Goal 1:

All students in grades K-4 will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance growth in Mathematics by 05/24/2019 as measured by Global Scholar and/or MAPS Assessments.

Strategy1:

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, using the text adopted curriculum while using a variety of AMSTI, Engage NY, OGAP active engagement strategies. IEP goals will be implemented and RtI guidelines will be followed. Teachers will utilize proper tiered instruction.

Category: Develop/Implement Learning Supports

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, assessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's zone of proximal development (Allan & Tomlinson, 2000, Vygotsky, 1978). In one three year study researching the application and effects of differentiated instruction in K-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers may attend training, workshops, conferences, etc.in the area of skills based, research based instruction and to enhance the use of technology. Professional learning and job embedded training may be offered through AMSTI, ARI regional coaches, MCS instructional coaches and Technology in Motion.	Professional Learning	08/08/2018	05/24/2019	\$0 - Title II Part A	District Directors, Principals, Instructional Coaches, Teachers

Activity - Hands on Instruction and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate identified manipulative and technology resources into lessons and standards-based centers while providing opportunities for practice and enrichment, utilizing identified resources for remediation for students not mastering skills taught.	Academic Support Program	08/08/2018	05/24/2019	\$0 - Other	Principals, Instructional Coaches, Teachers

Activity - Use of Technology as an Instructional Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate identified technology resources into lessons and standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data.	Technology	08/08/2018	05/24/2019	\$0 - Other	Principals, Instructional Coaches, Teachers

ACIP

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Activity - Explicit, Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction.	Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers

Strategy2:

Focused Instruction on Special Populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement Learning Supports

Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics (Bel, Greer, Grimison, Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba, 1989; Kouba & Franklin, 1995). This analysis is then intended to guide instruction (Black & Wiliam, 1998; Popham, 2006).

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training as a follow up to OGAP professional development, Engage New York strategies and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches.	Professional Learning	08/08/2018	05/24/2019	\$4000 - Title II Part A	District Directors, Principals, Instructional Coaches, Teachers

Activity - Envision Math/Touch Point Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource Teachers will provide focused instruction, utilizing Envision Math and Touch Point math for reinforcement of standards based skill deficits	Academic Support Program	08/08/2018	05/24/2019	\$0 - General Fund	District Directors, Principal, Assistant Principal, Special Education Teachers

Goal 2:

All students at Priceville Elementary will achieve academic growth in Reading.

Measurable Objective 1:

demonstrate a proficiency based on Exact Path and Scantron assessment growth by 05/24/2019 as measured by the data results of the 2018-19 Exact Path and Scantron assessment.

Strategy1:

Exact Path Assessment - Exact Path Assessment- All students in grades 1-4, will participate in the Exact Path Assessment each Spring. New students will take the Exact Path assessment in fall and spring. After each assessment, the students will receive a score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon the score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their reading proficiency. Each additional Exact Path assessment will measure student growth.

Students with an IEP will receive reading instruction using I Read and System 44.

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

Research Cited: Northwest Evaluation Association (NWEA) has completed a study to predict performance on the ACT achievement tests in reading and mathematics using scores on the Measures of Academic Progress (MAP) assessments for reading and mathematics. The study identifies cut-scores on MAP that correspond to published college readiness benchmarks on the ACT and provided a set of tables to help teachers and parents gauge, in a timely manner, whether a student is on track in his or her preparation for college success.

Activity - Exact Path and Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-4 will take the Exact Path assessment in September, December/January, and April. After each assessment, the students will receive a score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon their score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the Scantron Assessment.. Each additional Exact Path Assessment will measure student growth.	Academic Support Program	08/08/2018	05/24/2019	\$105000 - District Funding	Administrators, Teachers

Activity - Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scantron will be administered 2 times per year to measure student growth	Policy and Process Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	All

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

Goal 1:

All students at Priceville Elementary will achieve academic growth in Reading.

Measurable Objective 1:

demonstrate a proficiency based on Exact Path and Scantron assessment growth by 05/24/2019 as measured by the data results of the 2018-19 Exact Path and Scantron assessment.

Strategy1:

Exact Path Assessment - Exact Path Assessment- All students in grades 1-4, will participate in the Exact Path Assessment each Spring. New students will take the Exact Path assessment in fall and spring. After each assessment, the students will receive a score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon the score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their reading proficiency. Each additional Exact Path assessment will measure student growth.

Students with an IEP will receive reading instruction using I Read and System 44.

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

Research Cited: Northwest Evaluation Association (NWEA) has completed a study to predict performance on the ACT achievement tests in reading and mathematics using scores on the Measures of Academic Progress (MAP) assessments for reading and mathematics. The study identifies cut-scores on MAP that correspond to published college readiness benchmarks on the ACT and provided a set of tables to help teachers and parents gauge, in a timely manner, whether a student is on track in his or her preparation for college success.

Activity - Exact Path and Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-4 will take the Exact Path assessment in September, December/January, and April. After each assessment, the students will receive a score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon their score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the Scantron Assessment.. Each additional Exact Path Assessment will measure student growth.	Academic Support Program	08/08/2018	05/24/2019	\$105000 - District Funding	Administrators, Teachers

Activity - Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scantron will be administered 2 times per year to measure student growth	Academic Support Program Policy and Process	08/08/2018	05/24/2019	\$0 - No Funding Required	All

Goal 2:

Increase DIBELS Benchmark Percentages

Measurable Objective 1:

demonstrate a proficiency in DIBELS assessments in English Language Arts increasing Kindergarten to 86% and First Grade to 76%. by 05/24/2019 as measured by DIBELS end of year benchmark scores.

Strategy1:

Formative Assessment: Administration of DIBELS - DIBELS assessments will be administered three times during the academic year. - Teachers will utilize assessment data to guide standards based instruction.

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

Research Cited: DIBELS is an assessment used to measure the acquisition of early literacy skills. Cummings, K.D, Kennedy, P.C., Otterstedt, J., Baker, S.K., & Kame'enui, E.J. (2011). DIBELS data System: 2010-2011 Percentile Ranks for DIBELS Next Benchmark Assessments (Technical Report 1101). Eugene, OR: University of Oregon.

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Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, while utilizing a variety of active engagement strategies. IEP goals will be implemented and RTI guidelines will be followed. Teachers will utilize proper tiered instruction.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Principal, Instructional Coaches, Teachers

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

The school provides each individual student with achievement results in individualized settings with teachers. Results are also shared on a form that goes home in our Leadership Communication folder. We have an EL teacher that communicates with our students and parents of English learners to ensure they understand their results. We also have a translator that translates all written documents that go home with our English Learners.

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

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

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

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

Our school requires all teachers be highly qualified, well-trained teachers who provide CCRS instruction to all students. New teachers are also set up with a mentor teacher to help ensure they are effectively addressing the identified academic needs of our students and school.

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

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

7%

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

We have first year teachers and we have teachers with 27 years experience.

100% of Priceville Elementary School faculty is highly qualified.

1 staff member has a doctorate degree.

1 staff member has an Ed.S.

2 teachers are national board certified.

5 teachers have an educational leadership certification.

19 teachers have their master's degree.

22 teachers have their BS degree.

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

N/A - Teachers went to another school system closer to their homes.

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

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

Based on our Scantron data, we determined that our 3-4 grade teachers would benefit from a professional development workshop on new math strategies with Engage New York Math.

Based on our DIBELS data, we determined our K-2 teachers would benefit from Orton Gillingham training.

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

Exact Path training, ARI training, turn around trainings from reading coach, Orton Gillingham phonics training, Engage New York math training, Leader In Me trainings, and Morgan County Schools Learning Conference.

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

There is a mentoring program in place countywide. Experienced teachers are all assigned one new or inexperienced teacher for the school year. They meet regularly to discuss progress, strategies, concerns, and to answer questions. New or inexperienced teachers have an opportunity to observe experienced teachers throughout the school year.

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

New knowledge from professional development is an ongoing discussion at weekly grade level meetings. Lead reading teachers always have an open door policy for teachers to come in and observe. The reading coach goes over strategies and models lessons to sustain new knowledge from professional development.

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

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

Goal 1:

All students in grades K-4 will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance growth in Mathematics by 05/24/2019 as measured by Global Scholar and/or MAPS Assessments.

Strategy1:

Focused Instruction on Special Populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement Learning Supports

Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics (Bel, Greer, Grimison, Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba, 1989; Kouba & Franklin, 1995). This analysis is then intended to guide instruction (Black & Wiliam, 1998; Popham, 2006).

Activity - Envision Math/Touch Point Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource Teachers will provide focused instruction, utilizing Envision Math and Touch Point math for reinforcement of standards based skill deficits	Academic Support Program	08/08/2018	05/24/2019	\$0 - General Fund	District Directors, Principal, Assistant Principal, Special Education Teachers

Strategy2:

Formative Assessments - Using Formative Assessments to guide standards based instruction, teachers will administer the Exact Path and Scantron.

Category: Develop/Implement Learning Supports

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998; Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment with higher student achievement, with typical effect sizes ranging from 0.4 to 0.7. Across these studies, formative assessment was shown to be particularly beneficial for low performing students, which suggests that increasing teachers' capacity for formative assessment has promise for closing the achievement gap. (OGAP was developed by the Vermont

Mathematics Partnership funded by the US Department of Education- Award number S366A020002- and the National Science Foundation - Award number EHR-0227057).

Activity - Administer and Analyze Exact Path and Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer and analyze the Exact Path Baseline and End of Year Benchmark Assessments, along with two Formative Assessments. Exact Path will be administered four times during the 2018-19 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. Data meetings will be held after the administration of each Exact Path formative assessment time period to analyze student performance data. Teachers will use pacing guides and assessment data to guide instruction and adjust lesson plans.	Academic Support Program	08/08/2018	05/24/2019	\$0 - General Fund	Teachers, Computer lab aides, Principal, Assistant Principal, Instructional Coaches

Strategy3:

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, using the text adopted curriculum while using a variety of AMSTI, Engage NY, OGAP active engagement strategies. IEP goals will be implemented and Rtl guidelines will be followed. Teachers will utilize proper tiered instruction.

Category: Develop/Implement Learning Supports

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures,

promoting student engagement and motivation, assessing student readiness, responding to learning styles, grouping students for instruction and teaching to the

student's zone of proximal development (Allan & Tomlinson, 2000, Vygotsky, 1978). In one three year study researching the application and effects of differentiated

instruction in K-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis

& Gable, 2008).

Activity - Explicit, Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction.	Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers

Activity - Hands on Instruction and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate identified manipulative and technology resources into lessons and standards-based centers while providing opportunities for practice and enrichment, utilizing identified resources for remediation for students not mastering skills taught.	Academic Support Program	08/08/2018	05/24/2019	\$0 - Other	Principals, Instructional Coaches, Teachers

Activity - Use of Technology as an Instructional Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate identified technology resources into lessons and standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data.	Technology	08/08/2018	05/24/2019	\$0 - Other	Principals, Instructional Coaches, Teachers

Goal 2:

All students at Priceville Elementary will achieve academic growth in Reading.

Measurable Objective 1:

demonstrate a proficiency based on Exact Path and Scantron assessment growth by 05/24/2019 as measured by the data results of the 2018-19 Exact Path and Scantron assessment.

Strategy1:

Exact Path Assessment - Exact Path Assessment- All students in grades 1-4, will participate in the Exact Path Assessment each Spring. New students will take the Exact Path assessment in fall and spring. After each assessment, the students will receive a score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon the score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their reading proficiency. Each additional Exact Path assessment will measure student growth.

Students with an IEP will receive reading instruction using I Read and System 44.

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

Research Cited: Northwest Evaluation Association (NWEA) has completed a study to predict performance on the ACT achievement tests in reading and mathematics using scores on the Measures of Academic Progress (MAP) assessments for reading and mathematics. The study identifies cut-scores on MAP that correspond to published college readiness benchmarks on the ACT and provided a set of tables to help teachers and parents gauge, in a timely manner, whether a student is on track in his or her preparation for college success.

Activity - Exact Path and Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-4 will take the Exact Path assessment in September, December/January, and April. After each assessment, the students will receive a score, which will be loaded into Edmentum's Study Island. In Study Island, each student will be assigned an Individual Learning Path, based upon their score. Students will be encouraged to use Study Island to address their individual skill gaps for the purpose of increasing their proficiency on the Scantron Assessment.. Each additional Exact Path Assessment will measure student growth.	Academic Support Program	08/08/2018	05/24/2019	\$105000 - District Funding	Administrators, Teachers

Goal 3:

Priceville Elementary School will implement a parental involvement plan in the 2018-19 school year to provide more opportunities for parent, family, and community engagement.

Measurable Objective 1:

collaborate to provide opportunities and innovative ways to more effectively involve and serve parents by 05/24/2019 as measured by the recording of activities, dates of activities, and parent sign-in sheets during the 2018-19 school year..

Strategy1:

Parent/Family Engagement Activities - Our school will endeavor to continually seek involvement and input from families to support a community of learning. We will plan and offer a variety of activities and opportunities for parents and families as a means to encourage their involvement in our school and with their students.

Category: Develop/Implement Student and School Culture Program

Research Cited: Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education (Garcia, Lily E. "The Enduring Importance of Parental Involvement." NEA Today. N.p., 29 Apr. 2015. Web. 26 May 2017). Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

Activity - Parent/Family Engagement Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least three parent/family outreach activities will be held during the school year. Planned events include: Beginning of the year Meet the Teacher, Math family night, and the Science Fair/Priceville Town Council Program. At least two events will be scheduled in the evening to better serve parents who cannot attend traditional school functions during the day. In addition to school-wide events, many other events are planned which target specific grade levels or areas of interest. Many of our community partners and stakeholders participate in our Parent/Family events by offering and donating prizes, food, and snacks.	Parent Involvement	08/08/2018	05/24/2019	\$1505 - Other	Principal, Faculty, and Staff

Activity - Mentoring/Advisory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All advisory teachers will contact parents of every student assigned to their advisory class. This contact will be at least once per month. There should be two-way, meaningful communication between family members and school staff, to the extent practicable, in a language that family members can understand. The first contact (first month of school) should be by phone or in person. After that, communication to occur once a month via parent preferred communication means. Call logs will be submitted to the school principal and principals will check for compliance. Evidence of call logs will be submitted to the superintendent.	Parent Involvement	08/08/2018	05/24/2019	\$0 - No Funding Required	Superintendent, Principal, Faculty

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Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will offer a survey to all parents/families during the 2018-19 school year to seek input for needs and programs of interest. Through a variety of offerings including email, school website link, school Facebook posts, etc., we make available the ACIP Survey to all parents in the Spring as a means for evaluation of our program and to gain input. Paper copies of the survey are available upon parent request.	Parent Involvement	08/08/2018	05/24/2019	\$0 - No Funding Required	Principal, Faculty, and Staff

Goal 4:

Increase DIBELS Benchmark Percentages

Measurable Objective 1:

demonstrate a proficiency in DIBELS assessments in English Language Arts increasing Kindergarten to 86% and First Grade to 76%. by 05/24/2019 as measured by DIBELS end of year benchmark scores.

Strategy1:

Formative Assessment: Administration of DIBELS - DIBELS assessments will be administered three times during the academic year. - Teachers will utilize assessment data to guide standards based instruction.

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

Research Cited: DIBELS is an assessment used to measure the acquisition of early literacy skills. Cummings, K.D, Kennedy, P.C., Otterstedt, J., Baker, S.K., & Kame'enui, E.J. (2011). DIBELS data System: 2010-2011 Percentile Ranks for DIBELS Next Benchmark Assessments (Technical Report 1101). Eugene, OR: University of Oregon.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, while utilizing a variety of active engagement strategies. IEP goals will be implemented and RTI guidelines will be followed. Teachers will utilize proper tiered instruction.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Principal, Instructional Coaches, Teachers

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

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Teachers are involved in faculty meetings, data meetings, and weekly grade level meetings to discuss the results of statewide assessments. Teachers always leave with a plan on how to address students needs.

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

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

We are using common core standards to group our students in "Genius Groups" according to data. Students are being instructed on their level based on academic assessments.

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

Teachers meet weekly to discuss assessment data and adjust students accordingly to their "Genius Group" based on their level of proficiency.

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.

Priceville Elementary school offers after-school tutoring for students that need academic support through funding.

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

All migratory, EL, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students may receive services from FACT, Morgan County School designated personnel, and Federal Programs.

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

n/a

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

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

State, federal, and local programs are consolidated towards the achievement towards the Title I goals

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

Priceville Elementary integrates Federal, State, and local services as required by law.

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

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

Annual meeting of Federal Programs

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

Data is evaluated and analyzed and instructional adjustments are made as needed.

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

Data analysis and testing results

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?

Annual Federal Program meeting

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	39.48

Provide the number of classroom teachers.

46

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2129640.0

Total

2,129,640.00

Administrator Units

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

Provide the number of administrators.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	127782.0

Total

127,782.00

Assistant Principal

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

Provide the number of Assistant Principals.

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	35948.0

Total

35,948.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	57212.0

Total

57,212.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54009.0

Total

54,009.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	9729.46

Total

9,729.46

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3868.0

Total

3,868.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	23040.0

Total

23,040.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	4132.0

Total

4,132.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	156631.25

Provide a brief explanation and breakdown of expenses.

Program 1200 - Elementary Program \$13,653.00
Program 8210 - Student Support Services \$1,505.00
Program 8220 - Instructional Staff Support \$6,765.00
Program 4600 - Extended Day Instruction \$8,868.00

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

Teacher Units

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Near the beginning of the school year, PF&C members are encouraged to attend a meeting to receive information regarding the Title I program, requirements, and services. Materials will be distributed outlining basic Title I information and informing parents of their rights to be involved.

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

- 1). Sessions, meetings, and activities will be determined by information derived from surveys. Times will vary according to the survey results. Funding may be provided under this part for transportation, child care, or home visits, as such services relate to parental involvement.
- 2). Parent, family, and community members are involved in planning, reviewing, and improving the Title I program in Morgan County at the annual spring meeting and at Priceville Elementary School as members of the ACIP team. Parents are encouraged to join the team at the school's annual meeting and at subsequent meetings during the school year.
- 3). Title I funds allocated for PF&C engagement are used to purchase materials to support family literacy and provide good PF&CE opportunities. Guest speakers and experts may be utilized.

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))

Priceville Elementary School makes every effort to provide timely information to all PF&C members about educational programs, as well as a description and explanation of the school's curriculum, assessments, and achievement expectations. PF&C members are encouraged to be on the ACIP team to address concerns regarding student success. Meetings are held throughout the year to allow PF&C members to formulate suggestions and participate as appropriate in decisions related to the education of their children.

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 learning compact is sent home at the beginning of each school year. The compact was created by PF&C members and resource teachers and was modeled after similar samples provided by the ALSDE. It is evaluated at the annual PF&CE meeting and revised as needed to reflect how students, staff, and families will share the responsibility to build and develop a partnership that meets the state's academic content standards. The compact is signed by the school principal, the student, and the parent/family member and a copy is kept on file in the classroom.

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

Parents may submit comments of dissatisfaction with the CIP at the school's annual meeting or any other meeting during the school year. They may also submit comments at the annual meeting of Federal Programs. If the issues can not be resolved, PF&C members may submit to the State Department of Education any disagreement they may have with any component of the LEA's consolidated application for ESSA funds. If issues cannot be resolved locally, a stamped, addressed envelope is made available to provide PF&C members a direct line of communication with the State Department of Education. Every effort will be made to ensure meaningful collaboration and discussion with all parties.

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

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

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

Priceville School will encourage parents to become equal partners in the education of their children. We will support a partnership among the school, parents, and community to improve student academic achievement. Our school may provide materials and training to help parents work with their children on homework, literacy skills, math skills, and technology skills.

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

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

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

Priceville School shall continue to work with its teachers and staff through inservice, professional development, faculty meetings, and grade level meetings to ensure understanding of the importance of PF&CE and how these members are partners. The ACIP team places special emphasis on the need for a closer connection between school goals and PF&C activities. We shall communicate more with our community members through our advisory groups, social media, and other opportunities as they present themselves in the community

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

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

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

Priceville School coordinates family engagement activities with other school functions to encourage more PF&C member participation. Grade level events, across grade level events, Open House/Sunday afternoon Open House will support more PF&CE opportunities.

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

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

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

In the event of an ELL student in need of a language other than English, an interpreter will be provided and PF&C member information will be translated and sent in the language necessary for understanding. Most PF&C member correspondence is sent home in the form of newsletters, emails, and written notes. These are translated for our ELL students. The school and district website also has a translate feature. The school also has access to the ELSA phone system if an immediate translation is needed.

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

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

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

School and district surveys are used to meet the requests of our PF&C members for PF&CE meetings and topics. Results are tallied and used to determine topics for discussion. All faculty members are willing to work with parents and family members to provide family engagement opportunities and activities.

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))

To the extent possible, Priceville Elementary School provides opportunities for the participation of PF&C members with limited English proficiency and with disabilities. We offer translators for all meetings. We provide translated documents for field trips, newsletters, and all other written correspondence to PF&C members. We also have access to the ELSA phone translation system. Currently, Priceville Elementary has no migratory students. However, we do have some students, parents, and community members with disabilities. Priceville School is handicapped accessible in all areas.