



ACIP

Prattville Junior High School

Autauga County Board of Education

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TABLE OF CONTENTS

Executive Summary

| | |
|--|----|
| Introduction..... | 2 |
| Description of the School..... | 3 |
| School's Purpose..... | 5 |
| Notable Achievements and Areas of Improvement..... | 8 |
| Additional Information | 10 |

Improvement Plan Stakeholder Involvement

| | |
|-----------------------------------|----|
| Introduction..... | 13 |
| Improvement Planning Process..... | 14 |

Student Performance Diagnostic

| | |
|--------------------------------------|----|
| Introduction..... | 17 |
| Student Performance Data..... | 18 |
| Evaluative Criteria and Rubrics..... | 19 |
| Areas of Notable Achievement..... | 20 |
| Areas in Need of Improvement..... | 23 |
| Report Summary..... | 25 |

ACIP Assurances

Introduction 27

ACIP Assurances 28

2014-2015 ACIP PJHS

Overview 31

Goals Summary 32

 Goal 1: CIP: READING - Increase ASPIRE Scores 33

 Goal 2: CIP: Math - Increase ASPIRE scores 34

 Goal 3: CIP: Improve Climate / Culture of PJHS 35

Activity Summary by Funding Source 38

Coordination of Resources - Comprehensive Budget

Introduction 43

I. State Foundation Funds: 44

 Title I 45

 Title II 46

 Title III 47

 Title IV 48

 Title VI 49

Career and Technical Education-Perkins IV 50

Other 51

Local Funds 52

Executive Summary

Introduction

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

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

Description of the School

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

Prattville Junior High School, a dynamic educational community of approximately 1100 seventh and eighth grade students and 85 faculty/staff members, has been accredited by the Southern Association of Colleges and Schools since 1998. We receive students from two feeder elementary schools and are the only public junior high school within the city of Prattville, home to 34,000 people. PJHS is the largest traditional junior high school in the state of Alabama. Our student population has remained consistent over the last four years and is predominantly middle-to-low income families with 30% minority students. With our school's close proximity to Maxwell Air Force Base, we have a notable amount of military families in our community and school. Also, due to the location of Hyundai Motors Manufacturing Plant and Maxwell Air Force Base's Air War College, we have several international students.

The professional faculty and staff at Prattville Junior High School is comprised of three administrators, two counselors, one media specialist, six special education teachers, 46 classroom teachers and one school nurse. Other support personnel include three custodians, one bookkeeper, two secretaries, two security personnel and numerous special education aides. Our lunchroom staff serve two hot meals a day in our Cat Café. These groups of people work together to form what we affectionately call "The CAT Family."

There are a variety of clubs and organizations as well as athletic opportunities available to meet students' needs. Our band builds on students' musical talents and the PJHS BETA Club on academic achievements. Student Council participants exhibit strong leadership qualities by maintaining limited responsibilities at school functions. The PJHS Cat Spirit Club is a group of enthusiastic students who promote school spirit and cultivate positive energy throughout the school. Archery students take aim at success and have competed nationally. Our Career Technology teachers added two new clubs to our school last year - (FBLA) Future Business Leaders of America and (TSA) Technology Students Association. Athletic teams and clubs at PJHS include football, volleyball, softball, baseball, cheerleading, archery, wrestling and others (in conjunction with Prattville High School including golf, tennis, soccer, gymnastics, cross county etc.). We have recently added several electives to afford students a variety of experiences including Computer Electronics, Choral Music, Theater, Cultural Expressions and Forensics. In addition, the Cat's Meow Theater Troup and a Creative Writing Club have been added to pique student interests.

Over time and through the use of trend data analysis and needs assessments, Prattville Junior High School has added classes, implemented programs, and revised instruction in order to meet the needs of individual students as well as state and federal requirements. Examples of our diversity in courses include advanced placement and basic-level core curriculum classes, research-based reading and math intervention programs, English Learner support, career/technology and fine art electives, along with study skills and affective behavior electives for students with special needs. We also offer a Carnegie unit of Algebra currently comprised of 125 of our most advanced eighth grade students in the area of math.

Prattville Junior High School has experienced a variety of changes over the last four years. In math, reading, and writing, we have shifted to the College & Career-Ready Standards set forth by the State Department of Education. In the area of assessments., we replaced the ARMT+ with ASPIRE, an ACT product. As we transition to align testing with our standards and national norms, we shifted our thinking to an assessment with primarily higher-order thinking skills. In the long run, this will be very beneficial for our students. As we progress and grow, we will continue to utilize programs such as Performance Series (a Scantron product) as a formative assessment to identify instructional

needs throughout the year, Response to Instruction (RTI), and Positive Behavior Support (PBS) as well as adding multiple activities to increase bullying awareness. More recently, we have two changes to our administrative faculty and staff, a new principal, assistant principal, and counselor as well as twelve new teachers. Change is inevitable. However, PJHS continues to maintain a safe school environment with high academic achievement, and a positive school culture.

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.

The purpose of Prattville Junior High School is to provide educational opportunities which enable our students to acquire knowledge, skills, and personal experiences for responsible citizenship and lifelong learning. We will address the emotional and academic needs of our students by providing a nurturing environment which fosters high expectations and encourages our students to become critical thinkers.

PJHS shares the vision of the Autauga County School System and is committed to "Every Child a Graduate, Every Graduate a Success." PJHS embodies this mission through its program offerings and expectations for students in, but not limited to, the following ways:

A. Levelized Core Course Work

I. Basic classes in the areas of English and Math:

- a. One highly-qualified teacher to introduce new material
- b. One special education teacher to meet the needs of those who require specialized instruction
- c. Lower class size
- d. Added remediation

II. Advanced classes

- a. Pre-algebra, science, geography/citizenship, English, and world history
 - i. Higher level of expectations, and increased use of critical thinking skills.

B. Carnegie Unit in Algebra I for qualifying students

C. Monitoring of Testing Data

- I. Disaggregated data utilized in instructional planning
- II. Disaggregated data utilized in student placement
- III. Performance Series testing 3 times a year for progress monitoring

D. Expectations

- I. Expectations are communicated to students and all stakeholders in a variety of ways
 - a. Website
 - b. Attached to report cards and progress reports
 - c. Assemblies
 - d. Intercom/Announcements
 - e. Principal's letter on the website and distributed to stakeholders
 - f. Marquee
 - g. INow Parent Portal
 - h. NOTIFY ME utilized often through school website

E. Counseling Program

- I. Bullying assemblies
- II. Special guests to relate to authentic life circumstances to students
- III. Drug and violence free programs
- IV. Goal Setting Workshops

V. Career Day

F. Student Motivation

- I. Open lunch
- II. Extended student breaks
- III. Additional student breaks
- IV. Testing cookouts hosted by leadership staff
- V. Corporate motivational speakers
- VI. Athletes as motivational speakers
- VII. Motivational Contests/Awards

- a. Hope4One Foundation reward for AR (Accelerated Reading)
- b. Weekly drawings for PBS (Positive Behavior Support) "Real CATS Roar"
- c. Honor roll parties
- d. Departmental block parties
- e. Awards Day activities
- f. TCB (Taking Care of Business) parties

G. Teacher Motivation

- I. Open lunch
- II. Reward for perfect attendance
- III. Matching classroom grants received
- IV. Technology rewards for excelling in academic fields
- V. Monetary help for classroom supplies when meeting goals/standards

H. READ 180/System 44 remedial course offerings for students with deficits

I. RTI (Response to Instruction) Program

J. Differentiated Instruction

K. Hands-On Instruction

- I. Weekly or bi-weekly science labs
- II. Modeling and manipulatives within the mathematics classroom setting
- III. Language Explorations classes which include speech and drama instruction
- IV. Technology course offerings
 - a. CAD (Computer Aided Drafting)
 - b. Robotics
 - c. Graphic design

d. Powerpoint training

e. Web training

f. Video editing

L. Instructional Coaches

M. Teaching to Fidelity

N. Educational Field Trips

O. PBS (Positive Behavior Support) Program

P. Rigorous IEP (Individualized Education Plan) Development and Implementation

I. Continual IEP meetings

Q. Technology: Smartboards, ELMOs, and laptops in all classrooms

R. Vertical alignment with Prattville High School to develop Power Standards

S. Communication with students to better prepare them for elements of the high school experience

- I. Technology Center tours

II. High school registration assembly

T. Duke TIP Program

U. Band Collaboration and Participation between Prattville Junior High School and Prattville High School

I. PJHS band joins PHS band for playing of National Anthem at athletic events

II. PJHS band directors are actively involved in PHS band activities

III. PJHS band plays with Prattville High School at homecoming games/activities

Prattville Junior High School strives to meet the needs of each and every student. It is our aim to create an atmosphere in which academic success is recognized and celebrated. It should encourage student learning, enhance self-esteem, and promote respect among and between students, faculty, and all stakeholders. It is our goal to contribute to Autauga County School System's mission to provide excellent educational experiences for all students to be successful in life.

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.

Addition of the Following Programs:

- *Partnership with Montgomery Mental Health Associates to address the emotional and psychological needs of at-risk students.
- *PJHS Cat's Meow Theatre Group presented the first school play in ten years.
- *PJHS Spirit Club presented the first annual PJHS Talent Show.

Student Awards and Honors

*National History Day

Two students won 2nd in state competition and were recognized at nationals by the Polish Embassy for their project.

*1st place in the Patriot's Pen Essay Contest

*3rd place in the Alabama Police Officers "Say No to Alcohol and Drugs" Essay Contest

*4th place in the Alabama Police Officers "Say No to Alcohol and Drugs" Essay Contest

* One seventh grade students was chosen for the gold level Presidential Merit Award for over 250 hours of community service.

Athletic Event Accolades

*Volleyball

Current record: 20-4 River Region Tournament Champions

*7th grade football undefeated season

*Archery team:

First place in regional competition

Top 10 in the state

Qualified for Nationals in Louisville, KY.

Qualified for and participated in World Competition in Nashville, TN

*Baseball

27-2 record

*PJHS Cheer

At UCA camp this summer we received - 1st place in the Extreme Routine, Cheer, Sideline, and Game Day Ready

Received the BIG Banana , which is the most school spirit award for the whole week of camp.

*PJHS Softball

Won runner-up at the Opelika Middle School Tournament

Beta Club

*Collected over 1000 cans in the can food drive!

*State convention:

Color photography - 1st

Digitally enhanced photography -1st

Banner - 1st

ACIP

Prattville Junior High School

Teacher/Staff Grant/Award Winners

*8th grade science department was awarded a \$400 Prattville Service League Grant for iPads

*\$1500 Bright Ideas Grant for beautification of parking lot area to remove bushes and replace with other, smaller plants and curbing.

*\$700 Bright Ideas Grant for the 8th grade magazine

*\$500 Service League Grant for the 8th grade magazine

Monetary Donations

*Anonymous donation for funding to create a 7th grade computer lab

*Autauga Foundation donated \$3,500 towards new copiers

Community Support Programs for PJHS Students and/or Faculty

*Rack Room Shoes That Fit (2010-present)

*PJHS partnered with the Lowe's HERO program to redo the flower beds in the front of the school

PJHS Book Fairs

* Scholastic Dollars Earned = \$2460

*Profit to pay for Destiny Quest Database = \$1200

*Scholastic's All for Books Program (Children's Reading Charities) = PJHS Students collected enough money during the book fairs to donate over 300 books to students in our community, state, and nation

*Upgrades to the Prattville Junior High School gymnasium

The bleachers have been completely refinished including all new wood and cleaned and painted metal frames

We now have two automatic screens and two projectors

The stage area has been revitalized with fresh paint and floors refinished

*Upgrades to the parking lot

All of the parking lots at PJHS have been resurfaced and painted

*Upgrades to flower beds

The front and right side flowerbeds have been cleaned, replanted, and new curbing

PRATTVILLE JUNIOR HIGH SCHOOL'S AREAS OF IMPROVEMENTS:

A. Continued goal of 100% proficiency in all academic areas and 100% proficiency on the End of Course Test for Algebra I

B. Continued technology upgrades

I. iPads in the hands of every teacher

II. iPads in the hands of every student

C. Continued professional development in teaching areas & technological advances

Additional Information

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

Prattville Junior High School exists for the sole purpose of meeting the needs of every child. The needs of the individual are as unique as the children themselves. For the fortunate ones, their only needs are educational. For many the needs go beyond what is taught in the classroom. We find ourselves becoming the teacher, parent, friend, and counselor that many students desperately need but rarely find in their own homes. It is our purpose that not one child falls through the cracks and is harmed by the hands of compulsory education.

At the forefront of meeting the needs of our children is a top-notch, comprehensive developmental counseling and guidance program, which aids students in the classroom, in large groups, and in individual settings. The counselors also assist administrators, teachers, and parents in many ways. The counseling department oversees numerous programs designed to meet the needs of students. These programs include but are not limited to "Too Good for Drugs," "Too Good for Violence," REALITY HOUSE, the Texting-While-Driving Simulator, and Peers are Staying Straight drug ID testing. The counselors teach our children skills such as time management and conflict resolution. The most important role of the department is the actual counseling of students who are having problems at school or at home. This department is essential to meeting the needs of the children.

Prattville Junior High School believes in the idea that all stakeholders need to be involved in the educational process and therefore encourages parental participation. PJHS Parental Involvement Group provides ample opportunity for parents to be actively engaged in the learning process. Our Parental Involvement Group consists of dedicated parents who provide resources and address issues which are important to parents and teachers alike. The PJHS Student Center and front office have numerous parental volunteers to help ensure our school runs smoothly, allowing these parents the opportunity to contribute to the education of all children.

Our school nurse joins together with Birmingham Children's Hospital each year to screen all students attending Prattville Junior High School for scoliosis. Since early detection is important, our school nurse, Sheryl Johnston, assists other professionals to make certain all students of PJHS are screened and provided with necessary resources if needed. As well as the everyday nurturing of ailing students, the school nurse performs numerous hearing and vision screenings with referrals to outside resources when considered necessary. Nurse Johnston also works in conjunction with the Autauga County Health Department along with numerous physicians to make certain all children of PJHS remain updated with required immunizations. Numerous members of the PJHS faculty are certified in CPR (Cardiopulmonary Resuscitation) along with others certified using an AED (Automated External Defibrillator). Our athletic director, Donny Burnett, is an endorsed instructor in both CPR and AED through the American Red Cross. Our school holds two AEDs for safety purposes, one of which remains accessible at all times of the day.

Community support is also evident at Prattville Junior High School. Merrill Carroll, a counselor and family program coordinator at the Autauga County Family Support System holds weekly small group sessions with students in In-School Suspension (ISS) at Prattville Junior High School. Representatives from the Autauga County District Attorney's Office visit often with students of PJHS who were recommended for services through the "Helping Family Initiative" program. Mandi Hall, Chief Juvenile Probation Officer of Autauga County, meets monthly with families of students at PJHS with truancy issues. These early warning meetings are held to circumvent families having to appear before a judge in a court of law. In addition, numerous grants have been written and received that promote community awareness including the Retired Teachers Association, Central Alabama Electric Cooperative, Lowe's Hero's project, etc.

Our PJHS attendance coordinator, Scarlett Rowe, works diligently with our county truancy officer, Ty Spears, and Ms. Hall to ensure all students are following mandated state and county attendance policies.

Our school cafeteria, The Cat's Cafe, celebrates "National School Breakfast Week" each year in the month of March. This significant event helps encourage our students to eat a nutritious breakfast each morning. They have also participated as the ACBOE representative in the YMCA's Annual Great Grits Cook-off. The PJHS cafeteria, affectionately referred to as the CAT Cafe, is working with the Autauga County Department of Solid Waste Department to recycle items available from our lunchroom. It is being utilized in the lunchroom with future plans to integrate this recycling program in our life- science classrooms before spreading it school wide.

It is important that our PJHS faculty instill integrity and a sense of compassion in our students. In compliance with the Autauga County Christmas Team, our Fellowship of Christian Students Club promotes a canned food drive for the needy every year. The Prattville Fire Department assists PJHS by delivering all items donated from the drive to the local (AICC) Autauga Interfaith Care Center. PJHS students also collaborate with Alabama Power and Jim Massey each year to provide coats for impoverished children. Many children benefit during cold weather from these cooperative efforts.

While educating children is the heart of Prattville Junior High School, meeting the needs of our children is its soul. Junior high school students are at a delicate age where the young adult is emerging, but the spirit of the child remains. Their needs go beyond what can be taught from books and extend into the realms of the physical and social. Like a willow in the wind, they are strong yet fragile, and at Prattville Junior High School they will never be broken, only fortified. We nurture the child within them and revere them for the adult they will become.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The educating of a child takes continuous collaboration between all stakeholders. Prattville Junior High stakeholders include administrators, teachers, support personnel, parents, and students. A variety of avenues are utilized by administrators, teachers, and other personnel in order to effectively communicate with parents and students. Technological avenues employed to facilitate communication with parents and students include the school website, School Messenger, Notify Me, Remind, EDMODO, INOW Parental Portal, and emails. Other avenues utilized include individual conferences, various flyers, the roadside marque located at the front of the school, phone calls, progress reports, and report cards. Parents and students are encouraged to communicate with all school personnel throughout the school year.

The Prattville Junior High School administration encourages parents to routinely provide input in the decision making process. Parents are represented on the School Improvement Committee, PJHS Counseling Committee, Textbook Adoption Committee, and Safety Committee. Parents also take an active role in the Prattville Junior High community through the school Parent Involvement Group. The administration of PJHS welcomes input and feedback from all parents through face-to-face meetings, phone calls, and emails.

The Stakeholders Committee is comprised of administrators, teachers, parents, and students. Stakeholders are selected based on his/her contact and interaction with technology. Once these stakeholders are selected, expectations and responsibilities are communicated to them in person. Meetings are scheduled at various times to accommodate the varying schedules of all stakeholders allowing for input from all stakeholders.

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

In developing the improvement plan, all stakeholder groups were represented and assist in the process. Our Student Council president and community member, represented by School Resource Officer Camille Emmanuel, provide input in strategies and activities positively impacting the school climate and culture. The lead teacher for each grade and curriculum area and Autauga County Board of Education representative Rachel Surles were key in interpreting data, identifying strengths and weaknesses, and developing improvement goals. School administrators and support staff member Sheila Stewart worked diligently to collect data relating to student learning, school performance, and demographic analysis.

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 email as well as the PJHS website, Notify Me, School Messenger, and/or INOW. The school aCIP is available to the public through the Advanced Ed website. Stakeholders are continuously and effectively provided with updates on school improvement through these means of communication.

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 | Please see attached | Student Performance Data |

Evaluative Criteria and Rubrics

Overall Rating: 3.5

| | 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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

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

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

Areas of Notable Achievement

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

In the spring of 2015, PJHS took the ASPIRE test for the second time. PJHS students scored above the national average in the following areas:

7th grade - all areas

English - 77 National Average - 71

Reading - 52 National Average - 35

Math - 48 National Average - 34

Science - 49 National Average - 33

Writing - 39 National Average - 26

8th grade - all areas

English - 81 National Average - 73

Reading - 62 National Average - 45

Math - 52 National Average - 31

Science - 50 National Average - 34

Writing - 44 National Average - 26

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

The following areas show a positive trend over the 2014 administration of the ASPIRE;

7th grade

English 77 gain of 4

Reading 52 gain of 1

Writing 39 gain of 5

8th grade

Reading 62 gain of 16

Science 50 gain of 4

Which area(s) indicate the overall highest performance?

The following areas represent the overall highest performance of our students as compared to the national average;

7th grade Reading scores were 17 points above the national average.

7th grade Science scores were 16 points above the national average.

8th grade Reading scores were 17 points above the national average.

8th grade Math scores were 21 points above the national average.

8th grade Science scores were 16 points above the national average.

8th grade Writing scores were 18 points above the national average.

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

The following subgroups show a trend toward increasing performance on the ACT ASPIRE:

7th Grade

More females in the areas of English, Math, and Writing were categorized as Ready than the overall school performance.

More males in the area of Science were categorized as Ready than the school performance.

More Asian students in the areas of English, Reading, Science, and Math were categorized as ready than the overall school performance.

More white students were categorized as ready in all areas than the overall school performance.

8th Grade

More females in the areas of English, Reading, and Writing were categorized as ready than the overall school performance.

More males in the areas of Math and Science were categorized as ready than the overall school performance.

More Asian students in the areas of English, Reading, Science, Writing, and Math were categorized as ready than the overall school performance.

More Hispanic students in the area of Science were categorized as ready than the overall school performance.

More white students were categorized as ready in all areas than the overall school performance.

Between which subgroups is the achievement gap closing?

In comparing the 7th grade students 2014 ASPIRE scores to their 2015 scores as 8th graders, we find the following achievement gaps to be closing:

In the areas of English, reading, and writing, the scores of Asian students increased.

In the areas of reading and science, the scores of black students increased.

In the area of reading, the scores of Hispanic students increased.

In the areas of reading and science, the scores of white students increased.

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

Our other source of standardized testing is the Performance Series which generates disaggregated data in a different form than ASPIRE.

Only reading and math is tested with the Performance Series. The following findings in the Performance Series were consistent with findings in the ASPIRE:

Females performed slightly higher than the overall school average in the area of reading.

White students performed higher than the overall school average in the area of reading.

White students performed higher than the overall school average in the area of math.

Areas in Need of Improvement

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

The following areas are just barely over the national average and considered below our level of expectation:

7th grade English scores are only 6 points above the national average.

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

While students at PJHS scored above the national average in all areas of the ASPIRE test, in the following areas, students scores dropped as compared to the 2014 administration of the test:

7th grade Math scores dropped 9 points

7th grade Science scores dropped 1 point

8th grade English scores dropped 4 points

8th grade Math scores dropped 5 points

Which area(s) indicate the overall lowest performance?

Both 7th and 8th grade English scores were our lowest areas of performance with 7th graders scoring just 6 points above the national average and only a 4 point gain over last year. 8th graders scored only 8 points above the national average with a 6 point drop in scores over last year.

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

The following subgroups show a trend toward decreasing performance on the ACT ASPIRE:

7th Grade

Fewer males in the areas of English, Math, and Writing were categorized as Ready than the overall school performance.

Fewer black students in all areas were categorized as Ready than the overall school performance.

Fewer Asian students in the area of Writing were categorized as Ready than the overall school performance.

Fewer Hispanic students in all areas were categorized as Ready than the overall school performance.

8th Grade

Fewer female students in the areas of math and science were categorized as Ready than the overall school performance.

Fewer male students in the areas of English, reading, and writing were categorized as Ready than the overall school performance.

Fewer black students in all areas were categorized as Ready than the overall school performance.

Fewer Hispanic students in the areas of English, reading, math, and writing were categorized as Ready than the overall school performance.

Between which subgroups is the achievement gap becoming greater?

In comparing the 7th grade students 2014 ASPIRE scores to their 2015 scores as 8th graders, we find the following achievement gaps to becoming greater:

In the areas of math and science, the scores of Asian students decreased.

In the areas of English, math, and writing, the scores of black students decreased.

In the area of English, math, science, and math, the scores of Hispanic students decreased.

In the areas of English and math, the scores of white students decreased.

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

Our other source of standardized testing is the Performance Series which generates disaggregated data in a different form than ASPIRE. Only reading and math is tested with the Performance Series. The following findings in the Performance Series were consistent with findings in the ASPIRE:

Males performed slightly lower than the overall school average in the area of reading.

Black students performed lower than the overall school average in the area of reading.

Hispanic students performed slightly lower than the overall school average in the area of Reading.

Males performed slightly lower than the overall school average in the area of math.

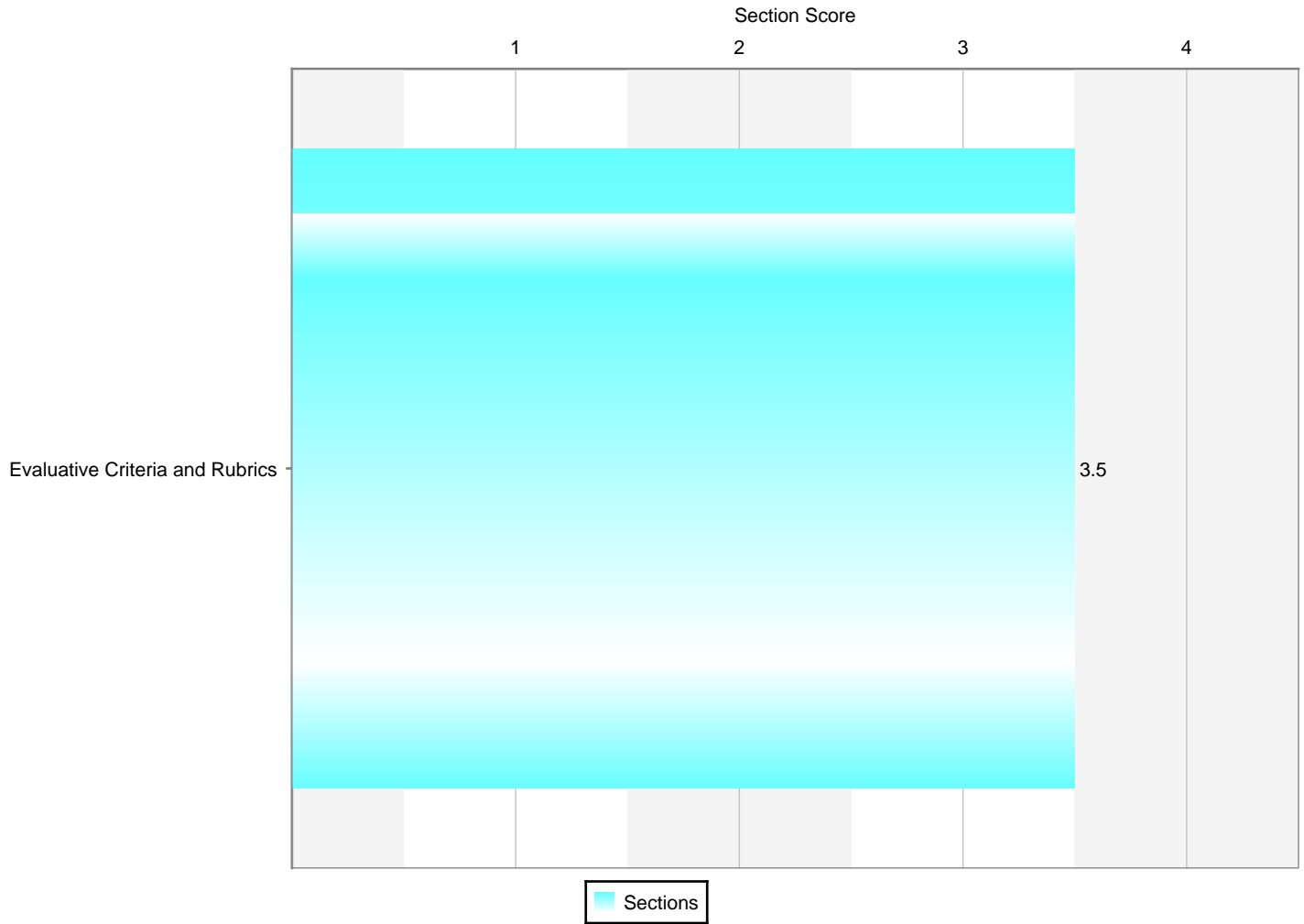
Females performed slightly lower than the overall school average in the area of math.

Black students performed lower than the overall school average in the area of math.

Hispanic students performed lower than the overall school average in the area of math.

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, ELL, 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 | Janice Stockman, Principal Amy Alford & Tony Camara, Assistant Principals Ty Bolden & Melinda Kiser, Counselors Karen Cannon & Scarlett Rowe, English Dept. Heads Susan Wyatt & Betsy Carter, Math Dept. Heads Lakecia Love & Donna Strickland, Science Dept. Heads Kyle Sandlin & Ryan Strong, History Dept. Head Sheila Gaither & Rhonda Hawkins, Special Education Dept. Heads Melissa Strickland & Donny Burnett, Elective Dept. Heads Rachel Surles, District Specialist Dena McCann & Cindy Epperson, PJHS Parents | Signatures |

| 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 | The attached document is an assurance regarding compliance at PJHS. The attached document reflects the Faculty Meeting in which EEOC was discussed and Special Populations were reviewed. | 15-16 PJHS Compliance EEOC Embedded Trng |

| 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 | Janice Stockman PJHS Principal 1089 MLK Drive Prattville, AL 36067 334-365-6697 In the event Mrs. Stockman is unavailable, administrative designees are Ms. Amy Alford and/or Mr. Tony Camara. They can be reached at the above address and telephone number. | PJHS Assurance 3 |

ACIP

Prattville Junior High School

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|--|-------------------|
| 4. | The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically. | No | Prattville Junior High School does not receive Title I Funds; therefore, a specific Parent Involvement Plan / Policy is not in place at this time. | |

| 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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students. | No | Prattville Junior High School is not a Title I School. | |

2014-2015 ACIP PJHS

Overview

Plan Name

2014-2015 ACIP PJHS

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 | CIP: READING - Increase ASPIRE Scores | Objectives: 1 Strategies: 2 Activities: 4 | Academic | \$3750 |
| 2 | CIP: Math - Increase ASPIRE scores | Objectives: 1 Strategies: 2 Activities: 4 | Academic | \$4000 |
| 3 | CIP: Improve Climate / Culture of PJHS | Objectives: 1 Strategies: 3 Activities: 6 | Organizational | \$2750 |

Goal 1: CIP: READING - Increase ASPIRE Scores

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in ASPIRE Reading in Reading by 05/29/2015 as measured by ASPIRE scores.

Strategy 1:

Varied Course offerings - Varied course offerings in the area of Reading will be provided for students to meet their specific needs.

Category:

Research Cited: Differentiated instruction is a highly researched facets of education and course offerings are based on the Rtl Model.

| Activity - English Classes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|----------------------|
| Three levels of classes are provided for students, based on their academic needs. Advanced English, General English, and Basic English classes are offered and assigned based on a multi-criteria rubric. | Direct Instruction | 08/18/2014 | 05/29/2015 | \$0 | No Funding Required | Principal Counselors |

| Activity - Elective Classes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|---|
| Elective classes will be offered for students in a variety of methods. PJHS offers several English/Language Arts electives for all students which expound upon ELA standards and delve into different areas including drama, etc. These classes provide extra opportunities to practice reading skills in the context of elective and relevant areas. In addition, PJHS provides a Language! class, specifically designed for struggling students. This intervention class is provided for students who qualify for the program using a multi-criteria rubric. This provides targeted instruction designed to close the achievement gap for those students two years or more behind (as identified by Performance Series). | Academic Support Program | 08/18/2014 | 05/29/2015 | \$3000 | State Funds | Special Education teachers Elective Teachers Counselors |

Strategy 2:

Reading Professional Development - Professional development will be provided for teachers in a variety of methods to address current assessment scores, best practices, and to continue to build on the strengths of the school.

Category:

Research Cited: http://learningforward.org/docs/pdf/why_pd_matters_web.pdf?sfvrsn=0

| Activity - Reading Across the Curriculum | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Prattville Junior High School

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|---|-----------------------|------------|------------|-------|-----------------|--|
| Reading is pertinent to all subject areas, not just ELA. Therefore, professional development activities will be implemented for teachers across all disciplines. Data reviews will be held specifically with History teachers to highlight areas of reading comprehension important for content reading and utilizing primary sources. In addition, specialized training for lead teachers will be held through the Laying the Foundation program from the State Department of Education. SDE staff will train lead teachers, who will then provide turn-around training for teachers. | Professional Learning | 09/08/2014 | 05/01/2015 | \$750 | Title II Part A | Principal Assistant Principals Lead teachers Department Heads |
|---|-----------------------|------------|------------|-------|-----------------|--|

| Activity - Vertical Team Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| In conjunction with PHS, department teachers will collaborate to develop Power Standards by grade level. This will be an ongoing process to adequately meet the needs of all our students throughout their secondary school experience. In addition, PJHS will hold monthly department meetings to review current data (benchmarks, Performance Series, tests, etc.) to pinpoint areas of strength and room for improvement. | Professional Learning | 08/04/2014 | 05/29/2015 | \$0 | No Funding Required | PHS & PJHS Administrators PHS & PJHS Department Chairs |

Goal 2: CIP: Math - Increase ASPIRE scores**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency increase in ASPIRE scores in Mathematics by 05/29/2015 as measured by ASPIRE proficiency levels.

Strategy 1:

Course Offerings - Varied course offerings in the area of Math will be provided for students to meet their specific needs.

Category:

Research Cited: Differentiated instruction is well documented; course offerings are loosely based on the RtI Model

| Activity - Scheduled Courses | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|----------------------|
| PJHS has multiple levels of mathematics to assist students with meeting their educational needs. There are advanced classes, general level classes, and basic level classes. Several Basic level classes also serve as co-teaching classes to provide students with more individualized instruction during the class period. Students are selected for each level of class based on a multi-criteria rubric. | Direct Instruction | 08/18/2014 | 05/29/2015 | \$0 | No Funding Required | Principal Counselors |

| Activity - Elective Courses | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Prattville Junior High School

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|---|--------------------------|------------|------------|--------|-------------|--|
| PJHS provides an Intervention class for struggling students. The V-Math Program is utilized to assist students in closing the achievement gap and reinforcing pre-requisite skills and practicing basic computation. This scripted program is beneficial for those students chronically behind. | Academic Support Program | 01/06/2015 | 05/29/2015 | \$3000 | State Funds | Administrators Special Education teachers General Education teachers |
|---|--------------------------|------------|------------|--------|-------------|--|

Strategy 2:

Math - Professional Development - Professional development will be an ongoing part of the culture of PJHS to reinforce math skills and increase the rigor in the higher-order thinking skills realm.

Due to a significant gap in the math ASPIRE scores between ethnic groups, specifically black students, an emphasis will be placed on instructional strategies that target math proficiency in unique and creative ways.

Category:

Research Cited: http://www.nctm.org/uploadedFiles/Math_Standards/Summary_PD_CCSSMath.pdf

| Activity - Vertical Team Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|---|
| PJHS teachers will partner with PHS teachers and 6th grade teachers to develop Power Standards for each grade level. This ongoing PD will provide pertinent information for students to be well prepared in pre-requisite skills. In addition, PJHS teachers will hold monthly department meetings to review data including ASPIRE, benchmark, Performance Series, tests, etc. | Professional Learning | 08/04/2014 | 05/29/2015 | \$750 | Title II Part A | PHS & PJHS Administration PHS & PJHS Department Chairs |

| Activity - Targeted PD for minority students | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|-------------------|
| Due to a critical gap in ASPIRE Math scores between white and black students, training must occur to develop more strategies targeted for minority students to increase their interest and motivation in math concepts. Additional training will be provided through job-embedded professional development, videos, strategy-sharing, etc. | Professional Learning | 10/06/2014 | 05/29/2015 | \$250 | Title II Part A | Principal |

Goal 3: CIP: Improve Climate / Culture of PJHS**Measurable Objective 1:**

collaborate to improve student achievement by 05/29/2015 as measured by assessment results; survey results.

Strategy 1:

Instructional Leadership - Instructional leadership is the backbone of making schools effective for students. This strategy is a critical one to continue the tradition of excellence at PJHS.

Category:

Research Cited: <http://www.ascd.org/publications/books/108003/chapters/Instructional-Leadership@-Supporting-Best-Practice.aspx>

| Activity - Collaboration / Visibility | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|-------------------|
| Administrators will be visible in classrooms on a daily basis. As bogged down in office work as administration can be, there must be an emphasis of priority. Mentoring young teachers and supporting veteran teachers by promoting Best Practices is critical. In addition, working with a leadership team is vitally important to have input from the troops. Daily administrative meetings will be held to discuss hot spots and bright spots. In addition, quarterly meetings will be held with the School Leadership Team to disseminate information, discuss data, promote the vision of the school, etc. | Other | 08/04/2014 | 05/28/2015 | \$0 | No Funding Required | Principal |

| Activity - Data / Faculty Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|-------------------|
| Data meetings will be held to review current data and watch for trends to determine gaps in the curriculum. Throughout the year, a variety of types of faculty meetings will be held to better address specific needs of the school and faculty. At-large meetings will be held, along with department meetings, mentoring meetings, electronic meetings, etc. Each will have targeted professional development goals and objectives. | Professional Learning | 07/14/2014 | 05/28/2015 | \$750 | Title II Part A | Principal |

Strategy 2:

Build Morale - Over the past couple of years, there has been a decline in teacher morale. This has the propensity to show itself in negative student achievement if not corrected. With new administration, it is the ambition to build back positive morale so that teachers are highly motivated to work diligently for student achievement.

Category:

Research Cited: <http://dc.etsu.edu/cgi/viewcontent.cgi?article=2238&context=etd>

| Activity - PBS for Teachers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|--|
| Through a variety of methods - including weekly MVP teachers, drawings, shout-outs, positive e-mails, encouraging notes, class visits, etc., teachers will be rewarded for their efforts on the front lines of teaching our students. This, in turns, motivates marginal teachers to perform in exemplary manners. For those teachers in need of intervention, administrators will work with them to develop stronger, more effective classroom strategies. | Other | 09/01/2014 | 05/29/2015 | \$1000 | General Fund | PJHS Administrator s PBS Coordinator Counselors Parent Involvement Group |

| Activity - PBS for Students | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Prattville Junior High School

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|--|----------------------------|------------|------------|--------|-------|--|
| The Real Cats Roar Program is a comprehensive program to motivate students to achieve. Through a variety of strategies (including weekly tickets for prize drawings, TCB gatherings, open lunch, extra breaks, assessment incentives, etc.), students will be motivated to perform academically. | Behavioral Support Program | 09/01/2014 | 05/29/2015 | \$1000 | Other | PJHS Administrators Counselors Parent Involvement Group |
|--|----------------------------|------------|------------|--------|-------|--|

Strategy 3:

Expand student opportunities - We are currently in the process of building opportunities for students, including extra-curricular activities and elective offerings. These are in an effort to provide for a wide variety of interests in students and to help them build ownership in their educational process. It has been proven that students who are actively engaged in activities are more likely to stay in school and to perform better academically.

Category:

Research Cited: <http://www.devstu.org/research-articles-and-papers-the-role-of-supportive-school-environments-in-promoting-academic-success>

| Activity - Extra-curricular offerings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------------|------------|-------------------|-------------------|--|
| If students are more engaged in activities in which they have interest, they will more likely stay engaged in the educational process and perform better academically. PJHS has already added a Gardening Club, a Creative Writing Club, and the Cat's Meow Theater Troup to encourage students to be involved in activities on campus. In addition to new clubs, there has been a renewed fervor for previous clubs to be more active in the community. | Community Engagement | 09/01/2014 | 05/29/2015 | \$0 | Other | PJHS Administrators Club Sponsors - funds needed for each club/organizat ion will be raised by that club/organizat ion Parent volunteers |

| Activity - Elective Offerings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|------------------------|--------------------------------------|
| PJHS is working hard to provide a wider variety of elective classes. This year, 3 additions have been made including Choral Music, Forensics, and Computer Applications. These classes are already full and offer students more opportunities to learn about areas in which they are interested and have aptitude for. We will continue to add elective offerings and tailor current offerings to meet the needs of our students. | Other | 08/18/2014 | 05/29/2015 | \$0 | No Funding Required | PJHS Administrators Counselors |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------|---|---------------|------------|------------|-------------------|--|
| PBS for Teachers | Through a variety of methods - including weekly MVP teachers, drawings, shout-outs, positive e-mails, encouraging notes, class visits, etc., teachers will be rewarded for their efforts on the front lines of teaching our students. This, in turns, motivates marginal teachers to perform in exemplary manners. For those teachers in need of intervention, administrators will work with them to develop stronger, more effective classroom strategies. | Other | 09/01/2014 | 05/29/2015 | \$1000 | PJHS Administrators PBS Coordinator Counselors Parent Involvement Group |
| Total | | | | | \$1000 | |

Title II Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|--|-----------------------|------------|------------|-------------------|--|
| Reading Across the Curriculum | Reading is pertinent to all subject areas, not just ELA. Therefore, professional development activities will be implemented for teachers across all disciplines. Data reviews will be held specifically with History teachers to highlight areas of reading comprehension important for content reading and utilizing primary sources. In addition, specialized training for lead teachers will be held through the Laying the Foundation program from the State Department of Education. SDE staff will train lead teachers, who will then provide turn-around training for teachers. | Professional Learning | 09/08/2014 | 05/01/2015 | \$750 | Principal Assistant Principals Lead teachers Department Heads |
| Data / Faculty Meetings | Data meetings will be held to review current data and watch for trends to determine gaps in the curriculum. Throughout the year, a variety of types of faculty meetings will be held to better address specific needs of the school and faculty. At-large meetings will be held, along with department meetings, mentoring meetings, electronic meetings, etc. Each will have targeted professional development goals and objectives. | Professional Learning | 07/14/2014 | 05/28/2015 | \$750 | Principal |

ACIP

Prattville Junior High School

| | | | | | | |
|-----------------------------------|--|-----------------------|------------|------------|---------------|---|
| Targeted PD for minority students | Due to a critical gap in ASPIRE Math scores between white and black students, training must occur to develop more strategies targeted for minority students to increase their interest and motivation in math concepts. Additional training will be provided through job-embedded professional development, videos, strategy-sharing, etc. | Professional Learning | 10/06/2014 | 05/29/2015 | \$250 | Principal |
| Vertical Team Meetings | PJHS teachers will partner with PHS teachers and 6th grade teachers to develop Power Standards for each grade level. This ongoing PD will provide pertinent information for students to be well prepared in pre-requisite skills. In addition, PJHS teachers will hold monthly department meetings to review data including ASPIRE, benchmark, Performance Series, tests, etc. | Professional Learning | 08/04/2014 | 05/29/2015 | \$750 | PHS & PJHS Administration PHS & PJHS Department Chairs |
| Total | | | | | \$2500 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------|---|-----------------------|------------|------------|-------------------|--|
| Scheduled Courses | PJHS has multiple levels of mathematics to assist students with meeting their educational needs. There are advanced classes, general level classes, and basic level classes. Several Basic level classes also serve as co-teaching classes to provide students with more individualized instruction during the class period. Students are selected for each level of class based on a multi-criteria rubric. | Direct Instruction | 08/18/2014 | 05/29/2015 | \$0 | Principal Counselors |
| Elective Offerings | PJHS is working hard to provide a wider variety of elective classes. This year, 3 additions have been made including Choral Music, Forensics, and Computer Applications. These classes are already full and offer students more opportunities to learn about areas in which they are interested and have aptitude for. We will continue to add elective offerings and tailor current offerings to meet the needs of our students. | Other | 08/18/2014 | 05/29/2015 | \$0 | PJHS Administrators Counselors |
| Vertical Team Meetings | In conjunction with PHS, department teachers will collaborate to develop Power Standards by grade level. This will be an ongoing process to adequately meet the needs of all our students throughout their secondary school experience. In addition, PJHS will hold monthly department meetings to review current data (benchmarks, Performance Series, tests, etc.) to pinpoint areas of strength and room for improvement. | Professional Learning | 08/04/2014 | 05/29/2015 | \$0 | PHS & PJHS Administrators PHS & PJHS Department Chairs |

ACIP

Prattville Junior High School

| | | | | | | |
|----------------------------|---|--------------------|------------|------------|------------|----------------------|
| Collaboration / Visibility | Administrators will be visible in classrooms on a daily basis. As bogged down in office work as administration can be, there must be an emphasis of priority. Mentoring young teachers and supporting veteran teachers by promoting Best Practices is critical. In addition, working with a leadership team is vitally important to have input from the troops. Daily administrative meetings will be held to discuss hot spots and bright spots. In addition, quarterly meetings will be held with the School Leadership Team to disseminate information, discuss data, promote the vision of the school, etc. | Other | 08/04/2014 | 05/28/2015 | \$0 | Principal |
| English Classes | Three levels of classes are provided for students, based on their academic needs. Advanced English, General English, and Basic English classes are offered and assigned based on a multi-criteria rubric. | Direct Instruction | 08/18/2014 | 05/29/2015 | \$0 | Principal Counselors |
| Total | | | | | \$0 | |

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------|--|--------------------------|------------|------------|-------------------|--|
| Elective Courses | PJHS provides an Intervention class for struggling students. The V-Math Program is utilized to assist students in closing the achievement gap and reinforcing pre-requisite skills and practicing basic computation. This scripted program is beneficial for those students chronically behind. | Academic Support Program | 01/06/2015 | 05/29/2015 | \$3000 | Administrators Special Education teachers General Education teachers |
| Elective Classes | Elective classes will be offered for students in a variety of methods. PJHS offers several English/Language Arts electives for all students which expound upon ELA standards and delve into different areas including drama, etc. These classes provide extra opportunities to practice reading skills in the context of elective and relevant areas. In addition, PJHS provides a Language! class, specifically designed for struggling students. This intervention class is provided for students who qualify for the program using a multi-criteria rubric. This provides targeted instruction designed to close the achievement gap for those students two years or more behind (as identified by Performance Series). | Academic Support Program | 08/18/2014 | 05/29/2015 | \$3000 | Special Education teachers Elective Teachers Counselors |
| Total | | | | | \$6000 | |

Other

ACIP

Prattville Junior High School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|--|----------------------------|------------|------------|-------------------|--|
| PBS for Students | The Real Cats Roar Program is a comprehensive program to motivates students to achieve. Through a variety of strategies (including weekly tickets for prize drawings, TCB gatherings, open lunch, extra breaks, assessment incentives, etc.), students will be motivated to perform academically. | Behavioral Support Program | 09/01/2014 | 05/29/2015 | \$1000 | PJHS Administrator s Counselors Parent Involvement Group |
| Extra-curricular offerings | If students are more engaged in activities in which they have interest, they will more likely stay engaged in the educational process and perform better academically. PJHS has already added a Gardening Club, a Creative Writing Club, and the Cat's Meow Theater Troup to encourage students to be involved in activities on campus. In addition to new clubs, there has been a renewed fervor for previous clubs to be more active in the community. | Community Engagement | 09/01/2014 | 05/29/2015 | \$0 | PJHS Administrator s Club Sponsors - funds needed for each club/organization will be raised by that club/organization Parent volunteers |
| Total | | | | | \$1000 | |

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

| | FTE's Earned | Units Placed | Total Salaries |
|--|--------------|--------------|---------------------|
| FTE Teacher Units | 62.37 | 62.5 | 2,898,192.00 |
| Administrator Units | 1.00 | 1 | 0.00 |
| Assistant Principal | 2.00 | 2 | 0.00 |
| Counselor | 2.50 | 2 | 0.00 |
| Librarian | 2.00 | 2 | 0.00 |
| Career and Technical Education Administrator | 0.00 | 0 | 0.00 |
| Career and Technical Education Counselor | 0.00 | 0 | 0.00 |
| Technology | 3,978.00 | 0 | 3,978.00 |
| Professional Development | 3,978.00 | 0 | 3,978.00 |
| State ELL Funds | 0.00 | 0 | 0.00 |
| Instructional Supplies | 23,313.00 | 0 | 23,313.00 |
| Library Enhancement | 1,326.00 | 0 | 1,326.00 |
| Totals | | | 2,930,787.00 |

Title I

| Label | Question | Value |
|--------------|---|--------------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

NA

| Label | Question | Value |
|--------------|----------------------------------|--------------|
| 1. | ARRA Funds Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

NA

Title II

| Label | Question | Value |
|-------|--|--------|
| 1. | Professional Development Activites Provide the total. | 4011.0 |

Provide a brief explanation and a breakdown of expenses.

\$511 Staff development
1000 Professional Services
1500 Training Supplies
1000 Registration fees

Title III

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

Provide a brief explanation and a breakdown of expenses.

Consolidated

Title IV

| Label | Question | Value |
|-------|--|-------|
| 1. | Safe and Drug-Free Schools Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

Consolidated

Title VI

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

| Label | Question | Value |
|-------|-------------------|---------|
| 1. | Provide the total | 10000.0 |

Provide a brief explanation and breakdown of expenses

Local funds are utilized at PJHS in a variety of manners. Funds are generated through fundraisers, Impact Aid, STI Home, Academic Enhancement, Helping School Tags, and the Snack Store. These funds are utilized to support academic achievement, provide student incentives, purchase technology, maintain facilities, etc.