

## ACIP

Repton Jr. High School  
Conecuh County School System

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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?**

Repton is a rural community in the county of Conecuh. It is approximately 13 miles west of Evergreen and has a population of approximately 500. The community of Repton have several farms and several small businesses. It is a low socioeconomic area with a student population that includes economically disadvantaged and minority students. Repton Jr. High School was founded in the 1885 and later renovated in 1987.

Conecuh County is located in south central Alabama. The county seat is located in Evergreen, Alabama. Conecuh County features an Industrial Park as well as an airport facility for small navy planes at Middleton Field located approximately 8 miles west of Evergreen. In recent years, the service industry has grown extensively in the city of Evergreen with the addition of several new chain restaurants.

For the 2018-2019 school term, Repton Junior High School has 144 students attending in grades K4-8th grade. Of the 144 students, 88 are black (African American), 54 of the students are white, 1 Hispanic, and 1 American Indian. There are 65 males and 79 females. In the 2018-2019 school term 100% of the students will receive free lunch. Student enrollment at Repton decreased from 158 in 2014 to 144 for the 2018-2019 school year. Repton Jr. High School's average attendance for the past three years has been at least 97% each school term. Many teachers travel from surrounding towns to teach at Repton. Our school has the following full-time personnel: 1 principal, 2 paraprofessionals, 1 secretary, 9 full time teachers, 2 cafeteria personnel, 1 custodian, and 3 bus drivers. In addition to the full time faculty and staff members, RJHS also is comprised of the following itinerant personnel: library media specialist, reading coach, special education teacher, counselor, speech teacher, nurse, and 3 general education teachers.

Repton is a community-based small school in a rural area. Both parental involvement and engagement continue to be a challenge for the school. The motivation of students to strive for higher achievement is also a challenge among this socially and economically deprived population

## 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.**

Conecuh County Schools - ReThinking, ReInitiating, ReDesigning, and Transforming

**Mission Statement:**

The mission of Repton Junior High School is to provide students with a diverse education within a safe and afforded environment that promotes self discipline, motivation, excellence and the desire to achieve beyond their own expectations. Our goal is for children to emerge from our school with a positive sense of self, an intact love of learning, and the skills necessary to continue their education.

**Beliefs:**

All students can learn and should be given the opportunity to develop to their fullest potential intellectually, socially, and emotionally.

Students learn best when they are actively engaged in the learning process.

Positive relationships and mutual respect between students and staff enhances students' self-esteem.

High expectations increase student performance.

Building and maintaining a safe and physically attractive environment enhances student achievement.

Home, students, staff, and the community should work together in the education process.

**Goals:**

Students will demonstrate comprehension skills at or above the grade level in communication skills (reading, writing, listening, and speaking), mathematics, science, and social studies processes.

Students will demonstrate the ability to make appropriate decisions and use higher order thinking skills to solve problems.

Students will develop a love for learning and will take pride in their work. They will exhibit self-discipline and a regard for the uniqueness of others.

Students will develop technology skills and computer literacy appropriate to grade level.

Repton Junior High School offers a wide variety of opportunities for students to take advantage of so the above beliefs and goals can be achieved. Monthly activities range from academic celebrations to highlight student progress in class to PBIS activities to encourage student attendance. Teachers also offer extension activities in class which afford opportunities to remediate students or extend their learning with peers or as individuals as needed. Finally, for parents, RJHS teachers work hard to communicate with parents via use of social media and newsletters. Parents are also welcome to come in for workshops or to meet with their child's teacher as needed. The online grading system that we use also affords parents an opportunity to monitor their child's progress as well.

## **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.**

Repton Junior High School is proud of the way our students consistently perform on their standardized tests, but there is still room for improvement. For the past two years, our district has adopted a student success program to highlight and award students for making honor roll, having perfect attendance, and good behavior. RJHS matches what the district does and offers our own incentives for students who make gains or show improvements in these areas as well. Celebrations are held each nine-weeks so that all students constantly get a chance to participate. We even invite the honoree's parents in to have lunch with them. At the end of the year, the district has provided incentives to all students who scored Above Average or High Average on the Scantron Global Scholar Performance Series Assessment in reading and math.

This year we began a partnership with Hillcrest High School, which has allowed 9th grade HHS students to take their 9th grade classes on the RJHS campus while being enrolled at Hillcrest. Over the next three years, the school is hoping to continue improve in the areas of Reading and Math. We also would like for our 5th and 7th graders to show growth in science as well.

## **Additional Information**

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

According to the census report, the town of Repton has shown a gradual economic increase in the past three years. Recently, the town has established a Dollar General to help generate revenue for the community.

# **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.**

All grade-wide assessment results are evaluated annually by the faculty to determine areas of needs or concerns. Data from state assessments and other indicators are used to determine our student's level of academic achievement. Each teacher looks at their grade level scores and how their class compares with the Conecuh County School System scores. During faculty meetings and data meetings, members discuss different techniques that are used for improving Scantron Performance Series assessment results, DIBELS Next scores, effective use of Stride Academy, and classroom performance. Teachers attend RTI meetings to develop strategies and interventions to continually aid students in succeeding academically. In turn, these ideas are implemented in the classroom. Teachers and staff have intervention groups to provide additional instruction to struggling students.

Parents are included in their children's education. They are aware of their important role in their child's educational process. Parents feel welcome to contact their child's teacher whenever a problem occurs. We will continue the parent/school relationship through discussions of the ACIP at meetings and welcoming comments and/or participation. Also, PTO and Title I meetings are held to welcome parent participation.

A PTO meeting was held on Thursday, October 4, 2018, parents were informed about the RJHS Continuous Improvement Plan and their input was sought. The plan is reviewed by the principal and the Federal Programs Coordinator before it is submitted for approval. Another meeting will be scheduled later parents to review the plan and offer additional input.

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

The stakeholder members that must be present include the principal, guidance counselor, instructional specialist, 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), district Chief Financial Officer, community, community stakeholders, or any other member as appropriate.

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

When the ACIP has been properly reviewed and approved, a written communication will be sent all stakeholders that a hard copy of the RJHS will be maintained on site in Repton Junior High School office and in the RJHS Media Center and that an electronic version on the RJHS website. School staff may view the ACIP via the electronic emailed or one of the hard copies in the RJHS Office and Media Center. Throughout the year, implementation of the RJHS is reviews and progress updates are communicated to stakeholders through varied forms of communications.



# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The results are shown in attachment	sps

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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?**

100% of the Kindergartners benchmarked on the DIBELS Next Assessment Spring 2018.

78% 8th grade students scored at or above benchmark on the Scantron Performance Series Reading Assessment Spring 2018.

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

Third Grade students continue to maintain or show a steady increase in reading proficiency on DIBELS Next and the Scantron Performance Series Reading Assessment.

**Which area(s) indicate the overall highest performance?**

100% of RJHS Kindergarten students met all benchmarks on the DIBELS Assessment, Spring 2018.

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

On the DIBELS Next assessment, kindergarten through 2nd grade show a steady increase in proficiency and pre-reading skills.

**Between which subgroups is the achievement gap closing?**

The achievement gap is closing in basic reading skills in kindergarten through 2nd grade, which has impacted an increase in 3rd grade reading achievement.

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

Scantron Performance matches the DIBELS scores.

## **Areas in Need of Improvement**

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

1st and 2nd grade showed a significant decrease on the DIBELS Next Assessment during the Spring 2018 Administration.

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

1st grade showed a significant decrease of students scoring benchmark from Fall 2017 to Spring 2018 on DIBELS Next.

**Which area(s) indicate the overall lowest performance?**

The areas of lowest performance Spring 2018 were the following: 1st grade Reading proficiency on DIBELS Spring and 7th-8th grade Math on Scantron Performance Series.

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

Females showed the largest trend toward decreasing performance.

**Between which subgroups is the achievement gap becoming greater?**

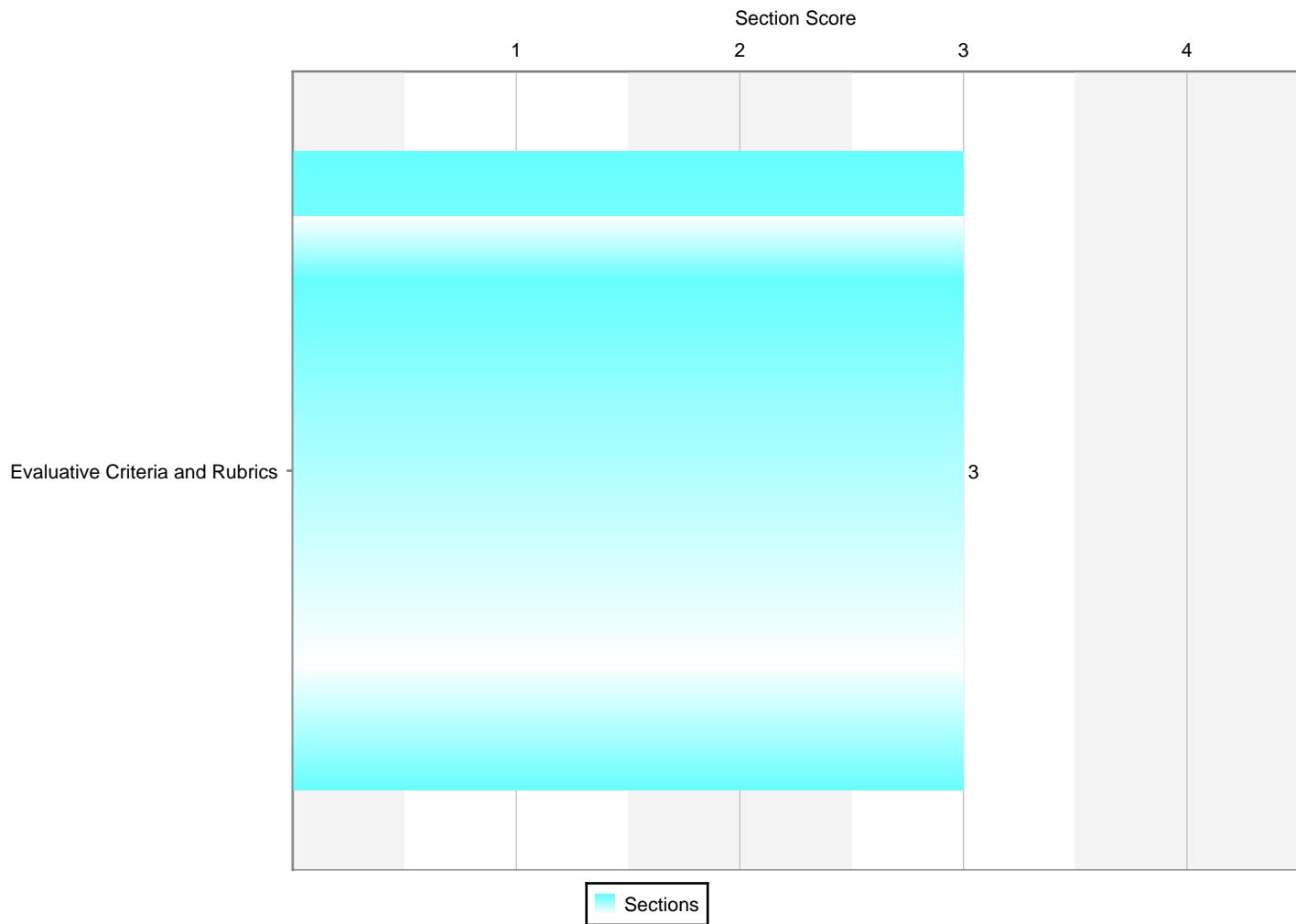
Males in Reading 2nd grade

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

The males in 2nd grade scored lower in Reading on Scantron and DIBELS

## 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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Leadership Team memebers	comm

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Attached is the Conecuh County School Non-Discriminatory Statement.	NonDiscriminationS statement

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Dr. Zickeyous Byrd, Superintendent Conecuh County Schools 1455 Ted Bates Rd Evergreen, AL 36401 251-578-1752, Ext 1201  Attached is the Conecuh County Schools Non-Discriminatory Statement.	NonDiscriminationS statement

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		eng

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Attached is the Repton Junior High School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	pc

# **2018-2019 ACIP**

## **Overview**

### **Plan Name**

2018-2019 ACIP

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Teachers and students at Repton Junior High School will become proficient in the use of technology devices in the classroom	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$32000
2	All students in grades 3rd through 8th grade will see a 2% increase in the numbers of students meeting the annual target on the Reading Performance Series by Spring 2019.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$6500
3	First and Second Grades will increase the numbers of students by 2% that benchmark on the DIBELS Assessment in the area of oral reading fluency.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$13753
4	All students in 3rd through 8th grades will see a 2% increase in the numbers of students meeting the annual target on the Scantron Performance Series in the area of Math by Spring 2019.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$5800

## Goal 1: Teachers and students at Repton Junior High School will become proficient in the use of technology devices in the classroom

### Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, 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 demonstrate a behavior of proficiency in Reading by 05/24/2019 as measured by Principal observation, lesson plans, and walk-throughs.

### Strategy 1:

Technology in the Classroom - Teachers and students will demonstrate the use of technology in the classroom on a daily basis.

Category: Develop/Implement Learning Supports

Research Cited: Educational Technology, Teacher Knowledge, and Classroom Impact: A Research Handbook on Frameworks and Approaches by Robert N. Ronau, Christopher R. Rakes and Margaret L. Niess

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend workshops, local training and job embedded professional development	Professional Learning	10/01/2018	05/24/2019	\$1000	Title I Part A	All Staff

### Measurable Objective 2:

A 50% increase of All Students will demonstrate a proficiency in technology in Reading by 05/24/2019 as measured by walk throughs, observations, and lesson plans.

### Strategy 1:

Technology in classroom - Teachers and students will use technology in the classroom daily

Category: Other - Technology

Activity - Professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers	Professional Learning	10/01/2018	05/24/2019	\$1000	Title I Part A	Admin

**Strategy 2:**

classroom - teachers will use technology devices and software to enhance learning skills and test.

Category: Other - Technology

Activity - Classroom Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
technology and technology supplies	Technology	10/01/2018	05/24/2019	\$30000	Title I Part A	students and teachers

## **Goal 2: All students in grades 3rd through 8th grade will see a 2% increase in the numbers of students meeting the annual target on the Reading Performance Series by Spring 2019.**

**Measurable Objective 1:**

increase student growth by 2 %, 47% or more students will meet the annual target by 04/19/2019 as measured by Reading Performance Series.

**Strategy 1:**

Reading Improvement - Explicit Instruction - Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom. Utilize small group instruction based on the needs of individual students. Teacher will model comprehension strategies by using think aloud. Teacher will implement guided practice with students. Students will receive an abundance of opportunities for independent practice. Instruction will be systematic, moving from simple to complex.

Students will have opportunities to engage in textual, recreational and functional reading.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita L. Archer

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will work with students not mastering the skills during intervention, Reading specialists will pull students on an individual or small group basis as needed. Small group instruction during the reading block will target students who are not mastering through a strong fluency phonics routine and implementing best practices for all students	Academic Support Program	08/06/2018	05/29/2019	\$5000	Title I Schoolwide	Administrators, Reading Specialists, and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will attend Professional Development Sessions to incorporate Best Practice in the classroom that focuses on improving reading instruction	Professional Learning	08/06/2018	05/29/2019	\$500	Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity for Professional development throughout the school year.	Professional Learning	08/06/2018	05/29/2019	\$1000	Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

### Strategy 2:

Incorporate Blended Learning - Teachers will utilize new and enhanced technology as a part of seamless instruction to maximize student engagement and active learning through the blended learning model. They will plan strategic lessons that mesh explicit instruction and interactive technology that promotes understanding for

all students.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Blended Learning Research Cited by Brodersen and Melluzzo 2017

Activity - Technology tools for students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement use of new technology	Technology	08/06/2018	05/29/2019	\$0	Title I Part A	Admin., Reading Spec., Classroom Teachers

### **Goal 3: First and Second Grades will increase the numbers of students by 2% that benchmark on the DIBELS Assessment in the area of oral reading fluency.**

#### **Measurable Objective 1:**

increase student growth by 2%, 50% of our first and second grade students will benchmark by 04/19/2019 as measured by Spring 2019 DIBELS Oral Reading Fluency Assessment..

#### **Strategy 1:**

Small Group Instruction - Small Group Instruction - Explicit Instruction - Implement explicit, intensive instruction in small groups on a daily basis through the use of formative assessments that target fluency. The explicit instruction must include daily phonics/sight word building routines based on the data from formative assessments that mirror the DIBELS expectations. Teacher will establish these routines based on the reading development process supported by ARI.

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

Research Cited: Research Cited by Alabama Reading Initiative

Activity - Teacher Training on Fluency Routines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will collaborate in small group training sessions to establish fluency routines in their reading block schedules that incorporate formative assessments focused on oral reading fluency. The routines will incorporate explicit skill and drill, centers that align with phonics practice such as word work, and independent practice through phonetic and sight word tutorials on ipads or chromebooks.	Professional Learning	08/06/2018	04/26/2019	\$1000	Title I Schoolwide	Administration , Reading Specialists, Classroom Teachers
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Activity - Teacher Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with administrations and the reading specialist bimonthly to discuss student growth on oral reading fluency using the formative assessments from the fluency routines. The group will brainstorm intervention ideas to assist with group or individual needs.	Academic Support Program	08/06/2018	05/29/2019	\$1500	Title I Schoolwide	Administration , Reading Specialist, and Classroom Teachers

Activity - Classroom materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on instructional needs from the classroom	Academic Support Program	08/06/2018	05/29/2019	\$11253	Title I Part A	Administration , and Classroom Teachers

**Goal 4: All students in 3rd through 8th grades will see a 2% increase in the numbers of students meeting the annual target on the Scantron Performance Series in the area of Math by Spring 2019.**

**Measurable Objective 1:**

A 2% increase of All Students will demonstrate a proficiency for 3rd through 8th Grade moving from 50% at or above to 52% at or above target in Mathematics by 04/19/2019 as measured by Spring 2019 Scantron Performance Series.

### **Strategy 1:**

Small Group Instruction - Small Group Instruction will be used to target students that are not proficient in math. Teachers will develop strategic lesson plans based on formative data that implement daily small group instruction where students are active participants in the learning. Students will participate in small groups using multiple mathematical practices. They will follow the explicit instruction model where they have been received modeling from the teacher, practicing the work together, and applying the skill independently.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Explicit Instruction Model through Strategic Teaching Cited by ARI

Activity - Extended Day Student Intervention/Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in tutoring sessions two times per week after school based on individual needs. The students will be guided by a certified teacher on staff at RJHS. The students will utilize the computer lab, chromebooks on a cart and work in small group with the tutor to build their math skills. The sessions will include blended learning model where the teacher rotates through groups of students that have similar deficits while other students are on individualized learning paths using Acellus and Stride.	Tutoring	08/06/2018	05/29/2019	\$3000	Title I Schoolwide	Administrator, Reading Specialist, Classroom Teachers

Activity - Blended Learning Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Blended Learning Model in their mathematics lessons utilizing small group instruction on a daily basis, including student use of technology through use of Acellus, Stride, and Best Practice Websites.	Academic Support Program	08/06/2018	04/26/2019	\$2500	Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

### **Strategy 2:**

Explicit Math Instruction Workshops for Parents - Develop and host a Parent Math Night to teach parents how to practice math skills by understanding the rigor behind the new standards. Teachers will work together to show parents links with videos and practice drills that explain the math skills.

## Category: Develop/Implement Learning Supports

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host a Math Night for parents and students. There will be incentives for attendance along with door prizes. Have teachers buddy up to host parents and show them fun interactive links with best practices for showing their child how to solve math problems and reading.	Community Engagement	08/06/2018	05/29/2019	\$300	Title I Part A	Administrators, Reading Specialists, Classroom Teachers

## Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional development	teachers	Professional Learning	10/01/2018	05/24/2019	\$1000	Admin
Classroom materials	Based on instructional needs from the classroom	Academic Support Program	08/06/2018	05/29/2019	\$11253	Administration , and Classroom Teachers
Family Math Night	Host a Math Night for parents and students. There will be incentives for attendance along with door prizes. Have teachers buddy up to host parents and show them fun interactive links with best practices for showing their child how to solve math problems and reading.	Community Engagement	08/06/2018	05/29/2019	\$300	Administrator s, Reading Specialists, Classroom Teachers
Technoloy tools for students	Implement use of new technology	Technology	08/06/2018	05/29/2019	\$0	Admin., Reading Spec., Classroom Teachers
Classroom Use	technology and technology supplies	Technology	10/01/2018	05/24/2019	\$30000	students and teachers
Professional Development	Teachers will attend workshops, local training and job embedded professional development	Professional Learning	10/01/2018	05/24/2019	\$1000	All Staff
<b>Total</b>						<b>\$43553</b>

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teacher will attend Professional Development Sessions to incorporate Best Practice in the classroom that focuses on improving reading isntruction	Professional Learning	08/06/2018	05/29/2019	\$500	Administrator s, Reading Specialists, Classroom Teachers

Teacher Training on Fluency Routines	Teachers will collaborate in small group training sessions to establish fluency routines in their reading block schedules that incorporate formative assessments focused on oral reading fluency. The routines will incorporate explicit skill and drill, centers that align with phonics practice such as word work, and independent practice through phonetic and sight word tutorials on ipads or chromebooks.	Professional Learning	08/06/2018	04/26/2019	\$1000	Administration , Reading Specialists, Classroom Teachers
Extended Day Student Intervention/Enrichment	Students will participate in tutoring sessions two times per week after school based on individual needs. The students will be guided by a certified teacher on staff at RJHS. The students will utilize the computer lab, chromebooks on a cart and work in small group with the tutor to build their math skills. The sessions will include blended learning model where the teacher rotates through groups of students that have similar deficits while other students are on individualized learning paths using Acellus and Stride.	Tutoring	08/06/2018	05/29/2019	\$3000	Administrator, Reading Specialist, Classroom Teachers
Instructional Practices	Teachers will have the opportunity for Professional development throughout the school year.	Professional Learning	08/06/2018	05/29/2019	\$1000	Administrators, Reading Specialists, Classroom Teachers
Small Group Instruction	Teacher will work with students not mastering the skills during intervention, Reading specialists will pull students on an individual or small group basis as needed. Small group instruction during the reading block will target students who are not mastering through a strong fluency phonics routine and implementing best practices for all students	Academic Support Program	08/06/2018	05/29/2019	\$5000	Administrators, Reading Specialists, and Classroom Teachers
Teacher Data Meetings	Teachers will meet with administrations and the reading specialist bimonthly to discuss student growth on oral reading fluency using the formative assessments from the fluency routines. The group will brainstorm intervention ideas to assist with group or individual needs.	Academic Support Program	08/06/2018	05/29/2019	\$1500	Administrators , Reading Specialist, and Classroom Teachers
Blended Learning Model	Teachers will implement the Blended Learning Model in their mathematics lessons utilizing small group instruction on a daily basis, including student use of technology through use of Acellus, Stride, and Best Practice Websites.	Academic Support Program	08/06/2018	04/26/2019	\$2500	Administrators, Reading Specialists, Classroom Teachers
		Total			\$14500	

# **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**

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

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

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

## **Areas of Notable Achievement**

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

The overall highest level of satisfaction or approval is the on-going, professional development provided for all faculty and staff for an opportunity of increased awareness, knowledge, and skills to better serve the overall student population for academic success and professionalism.

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

The overall efforts to increase parental involvement by utilizing Repton Junior High School's Parent and Family Engagement Plan. The Elementary scores are in an upward trend in some areas while others need some work. We encourage our parents to assist their children where they are weakest.

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

The need for increased parental involvement and increased student academic performance is consistent with the stakeholder feedback sources.

## **Areas in Need of Improvement**

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

The overall lowest level of satisfaction is the need to increase assessment scores in the area of Mathematics for all grade levels.

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

Parent surveys that is sent each year to address any concerns that parents may have in regards to their children academic needs and qualified teachers' skills for adequate classroom instruction. Scores from 2017-18 and 2018-19 dropped from 3.93 to a 2.95 this school year. Our school provides sufficient resources to meet student needs.

**What are the implications for these stakeholder perceptions?**

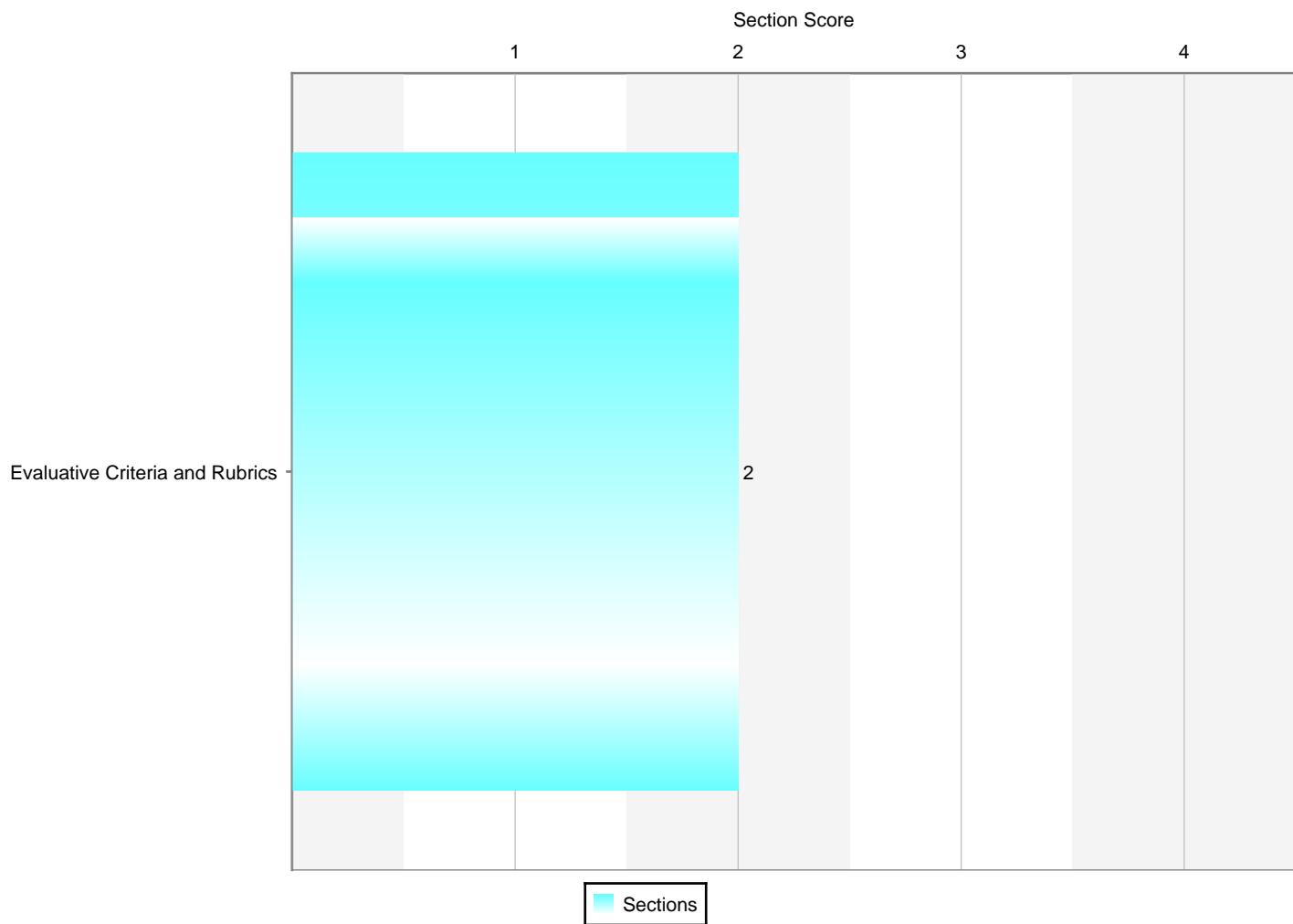
To provide access for parents to review qualifications of teachers that provide academic instruction. Teachers have become concerned about having needed materials in the classroom. Although the number of technological devices for students use in the classroom has increased, there are still several classes who do not have enough devices for one on one. They need to be able to see the teachers and students using technology and materials in their learning process.

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

The use of data reports indicated for parental involvement and strategic instruction in classroom settings.

## 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?**

A comprehensive needs assessment was conducted through the formation of:

Parent Committee Surveys  
Leadership Team  
Student Leadership Organization  
Instructional Data  
Work keys  
Scantron Performance Series  
Discipline Report  
Principal Improvement  
District School Improvement Self Assessment

### **What were the results of the comprehensive needs assessment?**

The results of the comprehensive needs assessment showed the need to improve reading and math state assessment scores in grades 2 through 8, improve oral reading fluency on DIBELS Next in grades 1 through 3. Increase the utilization of technology for teachers and students.

### **What conclusions were drawn from the results?**

Results from the DIBELS Next indicate that the Oral Reading Fluency continues to be an area of concern for the first and second grades. Data from the Scantron Performance Series Assessment was reviewed and this revealed that students in grades 2nd through 8th will need improvement.

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

A review of student achievement revealed that some grades had significant gains in the areas of math and reading. However, these areas continue to need to be addressed through the utilization of a variety of methods. Teachers need to continue toward more student lead instruction. Strategic and tiered instruction should be provided daily with regular assessment of progress. Professional development will need to be continued with a focus on technology integration.

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

The school goals of improvement in the area of Reading and math have been addressed using a variety of tools and methods. Strategic  
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lessons are implemented daily to teach the common core state standards. Materials for math are also supplemented through the use of online programs. All students grades three through eight use the Acellus program and students in grades one through eight use Stride Academy .

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

The goals are concisely written and based upon a close review of the data compiled from the results of the Scantron Performance Series, Stride Academy, Accellous, Access, MyOn and DIBELS assessments, as well as, stakeholder surveys.

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

The goals are based upon the entire school population using data from the needs assessment. Special Education students have an IEP that provides accommodations and intervention based on students' individualized needs. Students that are at risk of failure based on grades or behavior are identified by the RTI Team. These students are identified as ELL, gifted, Homeless, or 504 and their needs are addressed in the plan. All students in grades three through eight use the Acellus program and students in one through eight use Stride Academy, and MyOn

## 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 3rd through 8th grade will see a 2% increase in the numbers of students meeting the annual target on the Reading Performance Series by Spring 2019.

**Measurable Objective 1:**

increase student growth by 2 %, 47% or more students will meet the annual target by 04/19/2019 as measured by Reading Performance Series.

**Strategy1:**

Incorporate Blended Learning - Teachers will utilize new and enhanced technology as a part of seamless instruction to maximize student engagement and active learning through the blended learning model. They will plan strategic lessons that mesh explicit instruction and interactive technology that promotes understanding for all students.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Blended Learning Research Cited by Brodersen and Melluzzo 2017

Activity - Technology tools for students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement use of new technology	Technology	08/06/2018	05/29/2019	\$0 - Title I Part A	Admin., Reading Spec., Classroom Teachers

**Strategy2:**

Reading Improvement - Explicit Instruction - Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom. Utilize small group instruction based on the needs of individual students. Teacher will model comprehension strategies by using think aloud. Teacher will implement guided practice with students. Students will receive an abundance of opportunities for independent practice. Instruction will be systematic, moving from simple to complex. Students will have opportunities to engage in textual, recreational and functional reading.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita L. Archer

**ACIP**

Repton Jr. High School

<b>Activity - Small Group Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teacher will work with students not mastering the skills during intervention, Reading specialists will pull students on an individual or small group basis as needed. Small group instruction during the reading block will target students who are not mastering through a strong fluency phonics routine and implementing best practices for all students	Academic Support Program	08/06/2018	05/29/2019	\$5000 - Title I Schoolwide	Administrators, Reading Specialists, and Classroom Teachers

<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teacher will attend Professional Development Sessions to incorporate Best Practice in the classroom that focuses on improving reading instruction	Professional Learning	08/06/2018	05/29/2019	\$500 - Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

<b>Activity - Instructional Practices</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will have the opportunity for Professional development throughout the school year.	Professional Learning	08/06/2018	05/29/2019	\$1000 - Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

**Goal 2:**

First and Second Grades will increase the numbers of students by 2% that benchmark on the DIBELS Assessment in the area of oral reading fluency.

**Measurable Objective 1:**

Increase student growth by 2%, 50% of our first and second grade students will benchmark by 04/19/2019 as measured by Spring 2019 DIBELS Oral Reading Fluency Assessment..

**Strategy1:**

Small Group Instruction - Small Group Instruction - Explicit Instruction - Implement explicit, intensive instruction in small groups on a daily basis through the use of formative assessments that target fluency. The explicit instruction must include daily phonics/sight word building routines based on the data from formative assessments that mirror the DIBELS expectations. Teacher will establish these routines based on the reading development process supported by ARI.

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

Research Cited: Research Cited by Alabama Reading Initiative

<b>Activity - Teacher Data Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will meet with administrations and the reading specialist bimonthly to discuss student growth on oral reading fluency using the formative assessments from the fluency routines. The group will brainstorm intervention ideas to assist with group or individual needs.	Academic Support Program	08/06/2018	05/29/2019	\$1500 - Title I Schoolwide	Administration, Reading Specialist, and Classroom Teachers

Activity - Classroom materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on instructional needs from the classroom	Academic Support Program	08/06/2018	05/29/2019	\$11253 - Title I Part A	Administration, and Classroom Teachers

Activity - Teacher Training on Fluency Routines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in small group training sessions to establish fluency routines in their reading block schedules that incorporate formative assessments focused on oral reading fluency. The routines will incorporate explicit skill and drill, centers that align with phonics practice such as word work, and independent practice through phonetic and sight word tutorials on ipads or chromebooks.	Professional Learning	08/06/2018	04/26/2019	\$1000 - Title I Schoolwide	Administration, Reading Specialists, Classroom Teachers

**Goal 3:**

All students in 3rd through 8th grades will see a 2% increase in the numbers of students meeting the annual target on the Scantron Performance Series in the area of Math by Spring 2019.

**Measurable Objective 1:**

A 2% increase of All Students will demonstrate a proficiency for 3rd through 8th Grade moving from 50% at or above to 52% at or above target in Mathematics by 04/19/2019 as measured by Spring 2019 Scantron Performance Series.

**Strategy1:**

Explicit Math Instruction Workshops for Parents - Develop and host a Parent Math Night to teach parents how to practice math skills by understanding the rigor behind the new standards. Teachers will work together to show parents links with videos and practice drills that explain the math skills.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host a Math Night for parents and students. There will be incentives for attendance along with door prizes. Have teachers buddy up to host parents and show them fun interactive links with best practices for showing their child how to solve math problems and reading.	Community Engagement	08/06/2018	05/29/2019	\$300 - Title I Part A	Administrators, Reading Specialists, Classroom Teachers

**Strategy2:**

Small Group Instruction - Small Group Instruction will be used to target students that are not proficient in math. Teachers will develop strategic lesson plans based on formative data that implement daily small group instruction where students are active participants in the learning. Students will participate in small groups using multiple mathematical practices. They will follow the explicit instruction model where

they have been received modeling from the teacher, practicing the work together, and applying the skill independently.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Explicit Instruction Model through Strategic Teaching Cited by ARI

<b>Activity - Blended Learning Model</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will implement the Blended Learning Model in their mathematics lessons utilizing small group instruction on a daily basis, including student use of technology through use of Acellus, Stride, and Best Practice Websites.	Academic Support Program	08/06/2018	04/26/2019	\$2500 - Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

<b>Activity - Extended Day Student Intervention/Enrichment</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will participate in tutoring sessions two times per week after school based on individual needs. The students will be guided by a certified teacher on staff at RJHS. The students will utilize the computer lab, chromebooks on a cart and work in small group with the tutor to build their math skills. The sessions will include blended learning model where the teacher rotates through groups of students that have similar deficits while other students are on individualized learning paths using Acellus and Stride.	Tutoring	08/06/2018	05/29/2019	\$3000 - Title I Schoolwide	Administrator, Reading Specialist, Classroom 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 3rd through 8th grade will see a 2% increase in the numbers of students meeting the annual target on the Reading Performance Series by Spring 2019.

#### **Measurable Objective 1:**

increase student growth by 2 %, 47% or more students will meet the annual target by 04/19/2019 as measured by Reading Performance Series.

#### **Strategy1:**

Small Group Intervention - Explicit Instruction - Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom. Utilize small group instruction based on the needs of individual students. Teacher will model comprehension strategies by using think aloud. Teacher will implement guided practice with students. Students will receive an abundance of opportunities for independent practice. Instruction will be systematic, moving from simple to complex. Students will have opportunities to engage in textual, recreational and functional reading.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita L. Archer

<b>Activity - Small Group Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teacher will work with students not mastering the skills during intervention. Reading specialists will pull students on an individual or small group basis as needed. Small group instruction during the reading block will target students who are not mastering through a strong fluency phonics routine.	Academic Support Program	08/06/2018	05/29/2019	\$5000 - Title I Schoolwide	Administrators, Reading Specialists, and Classroom Teachers

<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teacher will attend Professional Development Sessions to incorporate Strategic Teaching classes in the classroom that focus on establishing fluency/phonics building routines.	Professional Learning	08/06/2018	05/29/2019	\$2000 - Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

<b>Activity - Instructional Coaching</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The School Reading Specialist will offer instructional coaching and job embedded professional development throughout the school year.	Professional Learning	08/06/2018	05/29/2019	\$1000 - Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

### **Strategy2:**

Incorporate Blended Learning - Teachers will utilize new and enhanced technology as a part of seamless instruction to maximize student engagement and active learning through the blended learning model. They will plan strategic lessons that mesh explicit instruction and interactive software that promotes understanding for all students.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Blended Learning Research Cited by Brodersen and Melluzzo 2017

<b>Activity - Technology Tools for Students</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Implement use of new technology devices and software through the blended learning model daily.	Technology	08/06/2018	05/29/2019	\$5000 - Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

### **Goal 2:**

First and Second Grades will increase the numbers of students by 2% that benchmark on the DIBELS Assessment in the area of oral reading fluency.

#### **Measurable Objective 1:**

increase student growth by 2%, 50% of our first and second grade students will benchmark by 04/19/2019 as measured by Spring 2019 DIBELS Oral Reading Fluency Assessment..

**Strategy1:**

Small Group Instruction - Small Group Instruction - Explicit Instruction - Implement explicit, intensive instruction in small groups on a daily basis through the use of formative assessments that target fluency. The explicit instruction must include daily phonics/sight word building routines based on the data from formative assessments that mirror the DIBELS expectations. Teacher will establish these routines based on the reading development process supported by ARI.

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

Research Cited: Research Cited by Alabama Reading Initiative

<b>Activity - Teacher Training on Fluency Routines</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will collaborate in small group training sessions to establish fluency routines in their reading block schedules that incorporate formative assessments focused on oral reading fluency. The routines will incorporate explicit skill and drill, centers that align with phonics practice such as word work, and independent practice through phonetic and sight word tutorials on ipads or chromebooks.	Professional Learning	08/06/2018	04/26/2019	\$5000 - Title I Schoolwide	Administration, Reading Specialists, Classroom Teachers

<b>Activity - Leadership Team Walk Throughs</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The administrator, reading specialist and a peer or lead teacher will conduct walkthroughs to monitor the implementation of fluency routines including how assessment is used to drive instruction. The team will use the ELEOT tool and any additional tools made that target fluency lessons in primary grades.	Academic Support Program	08/06/2018	05/29/2019	\$500 - Title I Schoolwide \$10000 - Title I Part A	Administration, Reading Specialists, and Classroom Teachers

<b>Activity - Teacher Data Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will meet with administrations and the reading specialist bimonthly to discuss student growth on oral reading fluency using the formative assessments from the fluency routines. The group will brainstorm intervention ideas to assist with group or individual needs.	Academic Support Program	08/06/2018	05/29/2019	\$500 - Title I Schoolwide	Administration, Reading Specialist, and Classroom Teachers

**Goal 3:**

All students in 3rd through 8th grades will see a 2% increase in the numbers of students meeting the annual target on the Scantron Performance Series in the area of Math by Spring 2019.

**Measurable Objective 1:**

A 2% increase of All Students will demonstrate a proficiency for 3rd through 8th Grade moving from 50% at or above to 52% at or above target in Mathematics by 04/19/2019 as measured by Spring 2019 Scantron Performance Series.

**Strategy1:**

**ACIP**

Repton Jr. High School

Explicit Math Instruction Workshops for Parents - Develop and host a Parent Math Night to teach parents how to practice math skills by understanding the rigor behind the new standards. Teachers will work together to show parents links with videos and practice drills that explain the math skills. The parent night will offer refreshments and door prizes as incentives for attendance, and incentives for classroom highest attendance.

Category: Develop/Implement Learning Supports

Research Cited:

<b>Activity - Family Math and Reading Night</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Host a Math Night for parents and students. Offer refreshments and incentives for attendance along with door prizes. Have teachers buddy up to host parents and show them fun interactive links with best practices for showing their child how to solve math problems.	Community Engagement	08/06/2018	05/29/2019	\$500 - Title I Schoolwide \$400 - Title I Part A	Administrators, Reading Specialists, Classroom Teachers

**Strategy2:**

Small Group Instruction - Small Group Instruction will be used to target students that are not proficient in math. Teachers will develop strategic lesson plans based on formative data that implement daily small group instruction where students are active participants in the learning. Students will participate in small groups using multiple mathematical practices. They will follow the explicit instruction model where they have been received modeling from the teacher, practicing the work together, and applying the skill independently.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Explicit Instruction Model through Strategic Teaching Cited by ARI

<b>Activity - Blended Learning Model</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will implement the Blended Learning Model in their mathematics lessons utilizing small group instruction on a daily basis, including student use of technology through use of Acellus, Stride, and Best Practice Websites.	Academic Support Program	08/06/2018	04/26/2019	\$2500 - Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

<b>Activity - Extended Day Student Intervention/Enrichment</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will participate in tutoring sessions two times per week after school based on individual needs. The students will be guided by a certified teacher on staff at RJHS. The students will utilize the computer lab, chromebooks on a cart and work in small group with the tutor to build their math skills. The sessions will include blended learning model where the teacher rotates through groups of students that have similar deficits while other students are on individualized learning paths using Acellus and Stride.	Tutoring	08/06/2018	05/29/2019	\$1000 - Title I Schoolwide	Administrator, Reading Specialist, Classroom Teachers

**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 3rd through 8th grade will see a 2% increase in the numbers of students meeting the annual target on the Reading Performance Series by Spring 2019.

**Measurable Objective 1:**

increase student growth by 2 %, 47% or more students will meet the annual target by 04/19/2019 as measured by Reading Performance Series.

**Strategy1:**

Small Group Intervention - Explicit Instruction - Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom. Utilize small group instruction based on the needs of individual students. Teacher will model comprehension strategies by using think aloud. Teacher will implement guided practice with students. Students will receive an abundance of opportunities for independent practice. Instruction will be systematic, moving from simple to complex. Students will have opportunities to engage in textual, recreational and functional reading.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita L. Archer

<b>Activity - Instructional Coaching</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The School Reading Specialist will offer instructional coaching and job embedded professional development throughout the school year.	Professional Learning	08/06/2018	05/29/2019	\$1000 - Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teacher will attend Professional Development Sessions to incorporate Strategic Teaching classes in the classroom that focus on establishing fluency/phonics building routines.	Professional Learning	08/06/2018	05/29/2019	\$2000 - Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

<b>Activity - Small Group Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teacher will work with students not mastering the skills during intervention. Reading specialists will pull students on an individual or small group basis as needed. Small group instruction during the reading block will target students who are not mastering through a strong fluency phonics routine.	Academic Support Program	08/06/2018	05/29/2019	\$5000 - Title I Schoolwide	Administrators, Reading Specialists, and Classroom Teachers

**Strategy2:**

Incorporate Blended Learning - Teachers will utilize new and enhanced technology as a part of seamless instruction to maximize student engagement and active learning through the blended learning model. They will plan strategic lessons that mesh explicit instruction and interactive software that promotes understanding for all students.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Blended Learning Research Cited by Brodersen and Melluzzo 2017

<b>Activity - Technology Tools for Students</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Implement use of new technology devices and software through the blended learning model daily.	Technology	08/06/2018	05/29/2019	\$5000 - Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

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

First and Second Grades will increase the numbers of students by 2% that benchmark on the DIBELS Assessment in the area of oral reading fluency.

**Measurable Objective 1:**

increase student growth by 2%, 50% of our first and second grade students will benchmark by 04/19/2019 as measured by Spring 2019 DIBELS Oral Reading Fluency Assessment..

**Strategy1:**

Small Group Instruction - Small Group Instruction - Explicit Instruction - Implement explicit, intensive instruction in small groups on a daily basis through the use of formative assessments that target fluency. The explicit instruction must include daily phonics/sight word building routines based on the data from formative assessments that mirror the DIBELS expectations. Teacher will establish these routines based on the reading development process supported by ARI.

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

Research Cited: Research Cited by Alabama Reading Initiative

Activity - Teacher Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with administrations and the reading specialist bimonthly to discuss student growth on oral reading fluency using the formative assessments from the fluency routines. The group will brainstorm intervention ideas to assist with group or individual needs.	Academic Support Program	08/06/2018	05/29/2019	\$500 - Title I Schoolwide	Administration, Reading Specialist, and Classroom Teachers

Activity - Teacher Training on Fluency Routines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in small group training sessions to establish fluency routines in their reading block schedules that incorporate formative assessments focused on oral reading fluency. The routines will incorporate explicit skill and drill, centers that align with phonics practice such as word work, and independent practice through phonetic and sight word tutorials on ipads or chromebooks.	Professional Learning	08/06/2018	04/26/2019	\$5000 - Title I Schoolwide	Administration, Reading Specialists, Classroom Teachers

Activity - Leadership Team Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator, reading specialist and a peer or lead teacher will conduct walkthroughs to monitor the implementation of fluency routines including how assessment is used to drive instruction. The team will use the ELEOT tool and any additional tools made that target fluency lessons in primary grades.	Academic Support Program	08/06/2018	05/29/2019	\$10000 - Title I Part A \$500 - Title I Schoolwide	Administration, Reading Specialists, and Classroom 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.**

All parents of English learners receive individual reports from the state assessments which are administered. The weekly graded paper folders contain classroom tests, assignments, information about homework, and communication from the teachers. The principal and teachers are available to any parents who have questions or concerns about their child's assessment results or academic progress. At this time, all communications are provided in English, which is meeting the needs of all parents.

**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.**

Lesson plans that guide classroom instruction are aligned with the State Standards and taught by highly qualified teachers.

**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?**

Repton Junior High School has experienced the turnover of three qualified teachers for the year of 2017-2018.

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

The experience level of key teaching and learning personnel is implemented by strategic teaching and instruction.

**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).**

The district has implemented an incentive package for new Math and Science teachers to reduce turnover rates overall.

## **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.**

Professional Development is used to help blend instruction in the classrooms and help empower students to learn in various ways. Data collected will be used to expand the use of intel tools by engaging students through technology, exploring real-world issues, and creative problem-solving.

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

Teachers, principals, paraprofessional, and other school personnel are provided various Professional Development opportunities that are designed to create a positive learning environment, interactive learning through technology, and utilize resources that will assist in classroom management and effective instruction.

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

The goal for the new teachers at Repton Junior School will participate in the Alabama Teacher Mentoring Program

Measurable Objective: collaborate to provide new teachers mentoring and support in order to increase teacher capacity and retain effective teachers by 05/29/2019

as measured by professional development sign-in sheets, mentoring logs for collaboration, rosters and classroom observations.

Strategy: Provide professional development for mentors to teach them how to grow capacity in teachers new to the profession. Mentor and mentees will also receive side-by side training to provide guidance and support. They will keep a monitoring log for documentation.

Activity: Mentors receive training on the mentoring process. Also, attend various professional development and keep mentoring log

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

All Professional Development is sustained and ongoing based on being blended in instruction within the classrooms. In addition, Professional Development will be provided for teachers to help with the integration of technology in the classrooms and collaborate as a district to develop ways to increase student performance through various interactions that will aid in differentiated instruction.

## 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 3rd through 8th grades will see a 2% increase in the numbers of students meeting the annual target on the Scantron Performance Series in the area of Math by Spring 2019.

**Measurable Objective 1:**

A 2% increase of All Students will demonstrate a proficiency for 3rd through 8th Grade moving from 50% at or above to 52% at or above target in Mathematics by 04/19/2019 as measured by Spring 2019 Scantron Performance Series.

**Strategy1:**

Small Group Instruction - Small Group Instruction will be used to target students that are not proficient in math. Teachers will develop strategic lesson plans based on formative data that implement daily small group instruction where students are active participants in the learning. Students will participate in small groups using multiple mathematical practices. They will follow the explicit instruction model where they have been received modeling from the teacher, practicing the work together, and applying the skill independently.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Explicit Instruction Model through Strategic Teaching Cited by ARI

Activity - Extended Day Student Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in tutoring sessions two times per week after school based on individual needs. The students will be guided by a certified teacher on staff at RJHS. The students will utilize the computer lab, chromebooks on a cart and work in small group with the tutor to build their math skills. The sessions will include blended learning model where the teacher rotates through groups of students that have similar deficits while other students are on individualized learning paths using Acellus and Stride.	Tutoring	08/06/2018	05/29/2019	\$1000 - Title I Schoolwide	Administrator, Reading Specialist, Classroom Teachers

Activity - Blended Learning Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Blended Learning Model in their mathematics lessons utilizing small group instruction on a daily basis, including student use of technology through use of Acellus, Stride, and Best Practice Websites.	Academic Support Program	08/06/2018	04/26/2019	\$2500 - Title I Schoolwide	Administrators, Reading Specialists, Classroom Teachers

**Strategy2:**

Explicit Math Instruction Workshops for Parents - Develop and host a Parent Math Night to teach parents how to practice math skills by understanding the rigor behind the new standards. Teachers will work together to show parents links with videos and practice drills that explain the math skills. The parent night will offer refreshments and door prizes as incentives for attendance, and incentives for classroom highest attendance.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Family Math and Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host a Math Night for parents and students. Offer refreshments and incentives for attendance along with door prizes. Have teachers buddy up to host parents and show them fun interactive links with best practices for showing their child how to solve math problems.	Community Engagement	08/06/2018	05/29/2019	\$400 - Title I Part A \$500 - Title I Schoolwide	Administrators, Reading Specialists, Classroom 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 participate in monthly data meetings and faculty meetings. Each teachers' data is broken down and analyzed to meet the needs of individual students.

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

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

Students who experience difficulty with mastering academic standards are identified through an ongoing process of collection and review of data. Through the State assessment results teachers keep up with their results in a notebook and monitor their levels throughout the year.

**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?**

At the beginning of the year, assessment results are reviewed to determine which students are having academic difficulties. This is used to help teachers plan for and provide tiered instruction on a daily basis. Teachers a variety of programs to use for classroom instruction to enhance the students learning capabilities.

**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.**

RJHS sends the homework folders home weekly and they may include practice work sheets so parents can work with their child, or online programs that are available such as Stride Academy and Acellus. This a continuation learning program and parents are able to be included in their child's education skills.

**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.**

Currently Repton Junior High School does not have any English Language Learners or Migrant students enrolled, however, there is an English Learner Plan in place accordingly. If these type of students are to enroll at Repton Junior High School, they are referred to the District Federal Program Director if they need additional assistance. Students are usually referred to the local clothes closet, the local physician that serves EL population in the Evergreen and the Brewton, AL areas. EL students are identified via Home Language Surveys and if they speak any other language other than English, they are identified as such. The EL Coordinator or designee will complete the W-APT Screening within 10 days of enrollment. Also, the ACCESS assessment is conducted in the Spring. The school will monitor progress via comprehensive progress reports, report cards every nine weeks, weekly graded papers, and one-on-one consultations with students. If any student is struggling or have a disability, including foster children, and they deem to have difficulty socially/personally/academically they can be referred to local mental health agency, health department, DHR, or local disability coordinator for the county for additional resources or assistance if needed. Students can be referred to see the counselor routinely to assist with transition and develop coping skills to acclimate to new environment as well.

**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.**

Local funds are utilized to help support classroom instruction and programs. Technology funds are utilized to purchase items such as laptops, computers, projectors, cameras, IPads, etc. to enhance or improve classroom instruction. Title II funds are utilized for professional development for teachers to improve instruction. Title I help funds regular programs, instructional aides, and allocation.

**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)?**

Repton Junior High School has a School Counselor and DHR that provides services regarding home life, school counseling, bullying, violence prevention, etc. The CNP department provides free breakfast and lunch for all students. The Head Start program works with students prior to entering kindergarten. The HIPPY Program offers home services for parents and students before formal schooling

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

The Leadership Team meets at least four times a school year to determine to what extent implementation will be carried out or executed. Various sources of data will be collected throughout the year and presented at each meeting to provide evidence of effectiveness. Adjustments will be made to plan as needed.

**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?**

The Leadership Team meets at least four times a school year to determine to what extent implementation will be carried out or executed. Various sources of data will be collected throughout the year and presented at each meeting to provide evidence of effectiveness. The assessment data is reviewed at the beginning of the year and a comparison with the previous year's test results to help determine areas of improvement and areas which will need to be addressed. Adjustments will be made to plan 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?**

Repton Junior High School completes an end of the year evaluation to determine whether the school-wide program has been effective.

**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?**

Teachers continually collect and review data regarding student progress. Faculty/data meetings are held regularly and teachers discuss the progress of the students and collaborate to develop effective lessons which will ensure improvement for all students. Teachers review the information from data collection and meetings to help determine if the improvement plan needs revisions or updates.

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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**

- 1. How was the comprehensive needs assessment conducted?**
  - 2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.**
  - 3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?**

## **Component 2: Services to Eligible Students**

- 1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs, tiered behavioral models that address behavior problems, 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.) (Sec. 1115(b)(B)(i)(ii)).**
  
- 2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))**
  
- 3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))**
  
- 4. How are students with the greatest needs receiving services?**
  
- 5. What are the multiple criteria by which students may exit the program?**
  
- 6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))**

### **Component 3: Incorporated Into Existing School Program Planning**

- 1. How is program planning for eligible students incorporated into the existing School Improvement planning process?**

## **Component 4: Instructional Strategies**

- 1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115(b)(2)(G)(i))**
  - 2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?**
  - 3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))**

## **Component 5: Title I and Regular Education Coordination**

- 1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))**

**Component 6: Instruction by Qualified Staff**

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? What action is being taken to meet this requirement?			

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?			

## **Component 7: High Quality and Ongoing Professional Development**

- 1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))**

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

1. 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.
  2. Describe procedures used to address challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))
  3. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency. (N/A for Elementary Schools)
  4. How are students' individual needs being addressed through differentiated instruction in the classroom?

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?
  2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))
  3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). (Sec. 1115(b)(2)(F))

## **Component 10: Evaluation**

- 1. How does the school evaluate the implementation of the Targeted Assistance program?**
  
  - 2. How does the school evaluate the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement?**
  
  - 3. How does the school determine whether the Targeted Assistance program has been effective in increasing the achievement of students who are furthest from achieving the standards?**
  
  - 4. What process is followed by the school to revise the plan on an ongoing basis, review the progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))**
  
  - 5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.**
  
  - 6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?**

# **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.	11.09

**Provide the number of classroom teachers.**

12.65

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	456865.5

Total 456,865.50

## **Administrator Units**

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

**Provide the number of administrators.**

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	73595.0

Total 73,595.00

## **Assistant Principal**

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

**Provide the number of Assistant Principals.**

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total 0.00

## Counselor

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

**Provide the number of Counselors.**

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	25944.0

Total 25,944.00

## **Librarian**

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

**Provide the number of Librarians.**

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	19950.5

Total 19,950.50

**Career and Technical Education Administrator**

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

**Provide the number of Career and Technical Education Administrators.**

0

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

Total 0.00

Career and Technical Education Counselor

<b>Label</b>	<b>Question</b>	<b>Value</b>
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.	2904.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	2904.0

Total 2,904.00

## Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	871.0

**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.	871.0

Total 871.00

**EL Teachers**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of EL Teachers in FTEs.	0.0

**Provide the number of EL Teachers.**

0

<b>Label</b>	<b>Question</b>	<b>Value</b>
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.	5189.0

**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.	5189.0

Total 5,189.00

**Library Enhancement**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Not applicable, please place a value of 0 in the box.	931.0

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

0

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all funding for Library Enhancement.	931.0

Total 931.00

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	57552.52

**Provide a brief explanation and breakdown of expenses.**

Parent and Family Engagement	798.60
Instructional Classroom Materials and Supplies	21753.92
Non-Capitalized Computer/Instruction	15000.00
Classroom Equipment	15000.00
Travel & Training/Professional Development	5000.00

**Title II**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Professional Development Activities. Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title III**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	For English Learners. Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	21st Century Schools. Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title V**

<b>Label</b>	<b>Question</b>	<b>Value</b>
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**

<b>Label</b>	<b>Question</b>	<b>Value</b>
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**

<b>Label</b>	<b>Question</b>	<b>Value</b>
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**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the total	0.0

**Provide a brief explanation and breakdown of expenses.**

N/A

# **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))**

The county holds an annual meeting for parents to discuss the Title I plan and how the funds are allocated. Repton Junior High is School-wide Title I. Therefore, all students benefit from Title I funds.

**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))**

RJHS holds Open House at the first parent meeting. This gives parents another opportunity to become informed about the services offered at the school. Parents are encouraged to be involved in the planning and the review of the Title I Program.

**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))**

At our annual Open House at the beginning of the school year, information about the Title I program, the curriculum, forms of academic assessment and new grading criteria will be discussed. Parents will learn how to schedule conferences. The parent handbook will be discussed. Parents will be invited to visit their child's classrooms and meet with the teachers. Teachers will provide additional information on subjects they teach and how students are assessed.

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

The School-Parent Compact is sent to each parent to sign signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. Teachers and students also sign the compact signifying their commitment as well.

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

The Continuous Improvement plan is made available to the parents and other community members. Parents and other stakeholders are invited and encouraged to submit any comments of dissatisfaction or suggestions in writing to the principal.

**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)**

On State Parenting Day, teachers discuss with parents the State's academic content standards and achievement standards. They also discuss the academic assessments used in the classroom. Teachers discuss and train parents on how to monitor their child's progress and ways that they can help their child at home to improve the achievement of the child. These issues are also discussed during the Open House meeting

**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)**

Parents of Pre-K students are required to attend meetings and workshops that help parents understand how to work with their child. Newsletters sent home monthly provide parents with activities to do with their children that help improve achievement. Kindergarten teachers distribute packets at Kindergarten registration that provides information on how parents can help with student achievement. Repton junior High has an "open-door" policy for parents to visit the classrooms and witness first hand how many concepts are taught.

**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)**

Parental involvement continues to be a focus at RJHS. The importance of parental involvement is emphasized at faculty meetings, parent meetings, data meetings, and RTI meetings. Involvement in events, including various workshops or parents volunteering throughout the year.

**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)**

The HIPPY Program is being used in the county to provide training for parents of 3 and 4 year-old. A trainer goes into the homes and helps parents understand how to help their children with their learning. The Conecuh County Board of Education houses materials on parenting issues to help parents with problems they face in working with their child. This material is located in the Special Services Department at the Board of Education.

**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)**

RJHS ensures that information related to school and parent programs, meetings and other activities is sent to parents in a language they can understand through school newsletters , emails, phone calls. Face to face conferences are held throughout the school year and notices sent home.

**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))**

At this point Repton Jr High School does not have any EL students enrolled . Staff members have been trained if any EL students enroll,

documents will be provided in the students language .