



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 Junior High School is a Title 1 school that is presently serving 145 students in grades K4 through 8th Grade. The school has one administrator, 16 professional members of the staff who are highly qualified based on the No Child Left behind standards. There are four paraprofessionals.

Repton Junior High School is located in the rural community, Repton, Alabama. In recent years, Repton has gained a full time police officer, operates with the city hall and a state post office. There are no grocery stores, retail stores or recreational establishments in the community. One challenge that the community faces is the lack of job opportunities for local families. Our working parents often have to travel at least 30 miles to work. The lack of industry in our area effects funds for our school due to the lack of tax advantages.

School's Purpose

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

The mission of Repton Junior High School is to educate students in a safe, supportive environment which fosters academic, social and emotional growth to motivate students to be life-long learners and to provide the opportunity for students to reach their fullest potential to become well-rounded, productive citizens in our society.

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.

Overall, Repton Junior High School's SAT 10 and mandated state test scores have improved for the last three years. We do not have any data concerning the ASPIRE test to compare previous years scores with 2014 test scores. 2nd grade showed an increase in every section of the SAT 10 from 2013-2014.

Additional Information

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

n/a

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The 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 their child is successful in school. Teachers and students also sign the compact signifying their commitment as well. Parents asked to help develop this plan. The team members ask parents from different grade levels to serve on the school improvement committee. Once the improvement plan is completed, the parents are called in for an informal meeting at their convenience to evaluate the plan. Once it is approved by all team members, 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 the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The stakeholder member group involved in our improvement plan is made of parents from various grade levels. Their responsibility is to become aware of our procedures for budgets and spending and how these may benefit our school and help us achieve our noted academic goals.

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

The final plan is submitted to the teachers and parent members for review. The Continuous Improvement Plan is then made available to the parents and other community members. A copy of the plan is housed at the school and is placed on the school's website. Parents and other stakeholders are invited and encouraged to submit any comments of dissatisfaction or suggestions in writing to the principal.

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

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

Areas of Notable Achievement

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

Early Elementary Survey Results indicate that students believe their teachers want them to learn and do their best (average score 3.0)

Elementary Survey Results indicate that teachers tell students how they should behave and do their work, the school has computers to help them learn, and the principal and teachers help them prepare for the next grade (average score for these 3.0)

Middle School Survey Results indicate that the rules are applied equally to all students (Average score 4.42)

Parent Survey Results indicate that all teachers use a variety of teaching strategies and learning activities (average score 4.53)

Staff Survey Results indicate all teachers use consistent common grading and reporting policies across grade levels and courses based on clearly defines criteria (average score 4.82), all staff members use student data to address the unique learning needs of all students (average score 4.82), the school provides qualified staff members to support student learning (average score 4.82)

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

The area of high expectations for students shows a trend toward increasing stakeholder satisfaction. In 2008 only 71% of the stakeholders agreed with this statement. According to the 2014 survey results, approximately 91% of stakeholders agreed with the statement. The following stakeholder survey results showed a significant increase in satisfaction from the 2013 survey to the 2014 survey:

The school communicates effectively about grades and activities (74% to 92%)

Teachers give work that challenges the students (82% to 92%)

Teachers keep them informed regularly of how students are being graded (79% to 91%)

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

At the current time, we do not have any additional data that is consistent with these findings.

Areas in Need of Improvement

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

Elementary Survey Results indicate that students do not treat adults with respect (average score 2.62)

Middle School Survey Results indicate that students do not respect each other's property (average score 3.17)

Parent Survey Results indicates that the governing body does not interfere with the operation or leadership of our school (average score 4.0)

Staff Survey Results indicate that the school provides a plan for the acquisition and support of technology to support student learning and the school provides opportunities for students to participate in activities that interest them (average score 3.82)

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

There are no significant trends in decreasing stakeholder satisfaction.

What are the implications for these stakeholder perceptions?

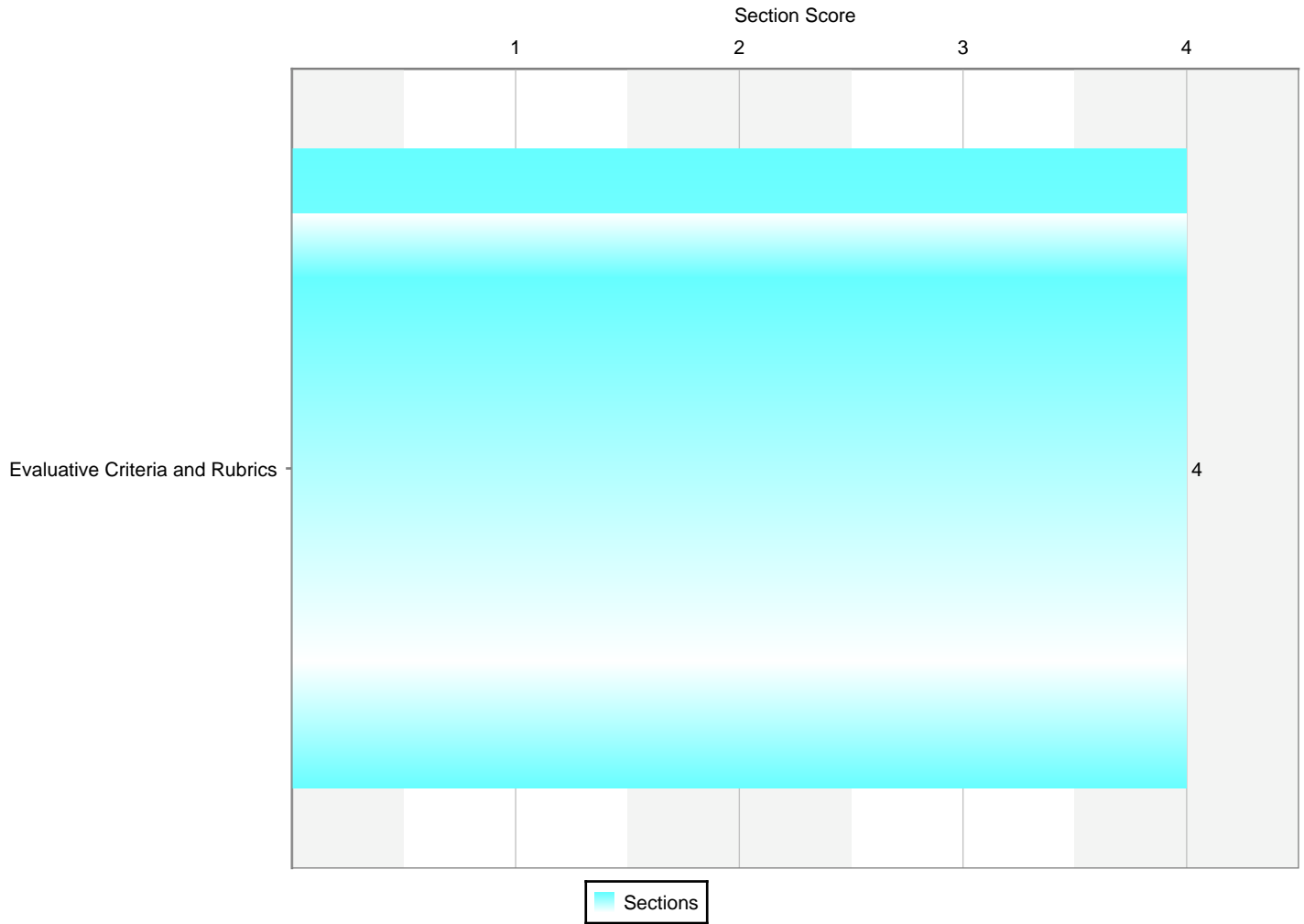
The low scores for students respecting each other imply that there is a lack of respect among the students at our school. A lack of activities that interest students may cause students to be unmotivated.

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

At the current time, we do not have any additional data that is consistent with these findings.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

2nd grade total reading on the SAT10 increased by 20%.

2nd grade reading vocabulary SAT10 increased by 5%.

2nd grade total Math on SAT 10 increased by 11 %.

94% Third graders, 100% Fourth graders, 84% Fifth graders, 100% Sixth graders were ready or close on ACT ASPIRE Math test.

74% Eighth graders were close or ready on ACT ASPIRE Reading test.

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

At this point there is no data to compare our current ASPIRE results to.

Which area(s) indicate the overall highest performance?

Fourth and Sixth grade scored 100% close or ready on the ASPIRE Math test.

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

The number of students who were at risk on DIBELS Kindergarten, First and Third grade has decreased from 5 in 2011 to 0 in 2014.

Between which subgroups is the achievement gap closing?

The gap between students who are at risk on the DIBELS Assessment and those who are emerging is closing in First Grade.

The gap is closing for students scoring in Stanines 1-3 on the SAT10 in 2nd Grade.

Every subtest showed an improvement in stanines 1-3 2nd grade SAT 10 except for the area of synonyms.

Every subtest showed an improvement in stanines 1-3 Kindergarten SAT 10.

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

The Reading Street Unit Tests and the System Math Test, along with daily/weekly assessments are consistent with findings from the ASPIRE and DIBELS. All of these assessments indicate an improvement in the areas listed above.

Areas in Need of Improvement

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

36% 7th Grade and 34% 8th Grade scored ready or close on the ASPIRE Math test.

14% 7th Grade scored proficient on the Science Assessment.

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

In DIBELS there is a negative trend in Oral Reading Fluency. Students in Kindergarten and First Grade are generally proficient, however as they reach Second and Third Grade many students begin to struggle.

Most grades 3-8 Need Support in Reading on the ASPIRE test.

There is no data to compare ASPIRE results to so no trend can be identified, however it was noted during the testing period that students did not finish the test. There is no way to identify problems missed due to being incorrect vs. not complete.

Which area(s) indicate the overall lowest performance?

7th Grade Science Assessment

ASPIRE Reading all grades

ASPIRE Math 7th and 8th

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

Students who benchmark at the end of first Grade show a decrease in performance by the end of Third Grade in DIBELS.

Students who scored proficient on the Reading Street Unit Test also decreased from First Grade to Third Grade.

Between which subgroups is the achievement gap becoming greater?

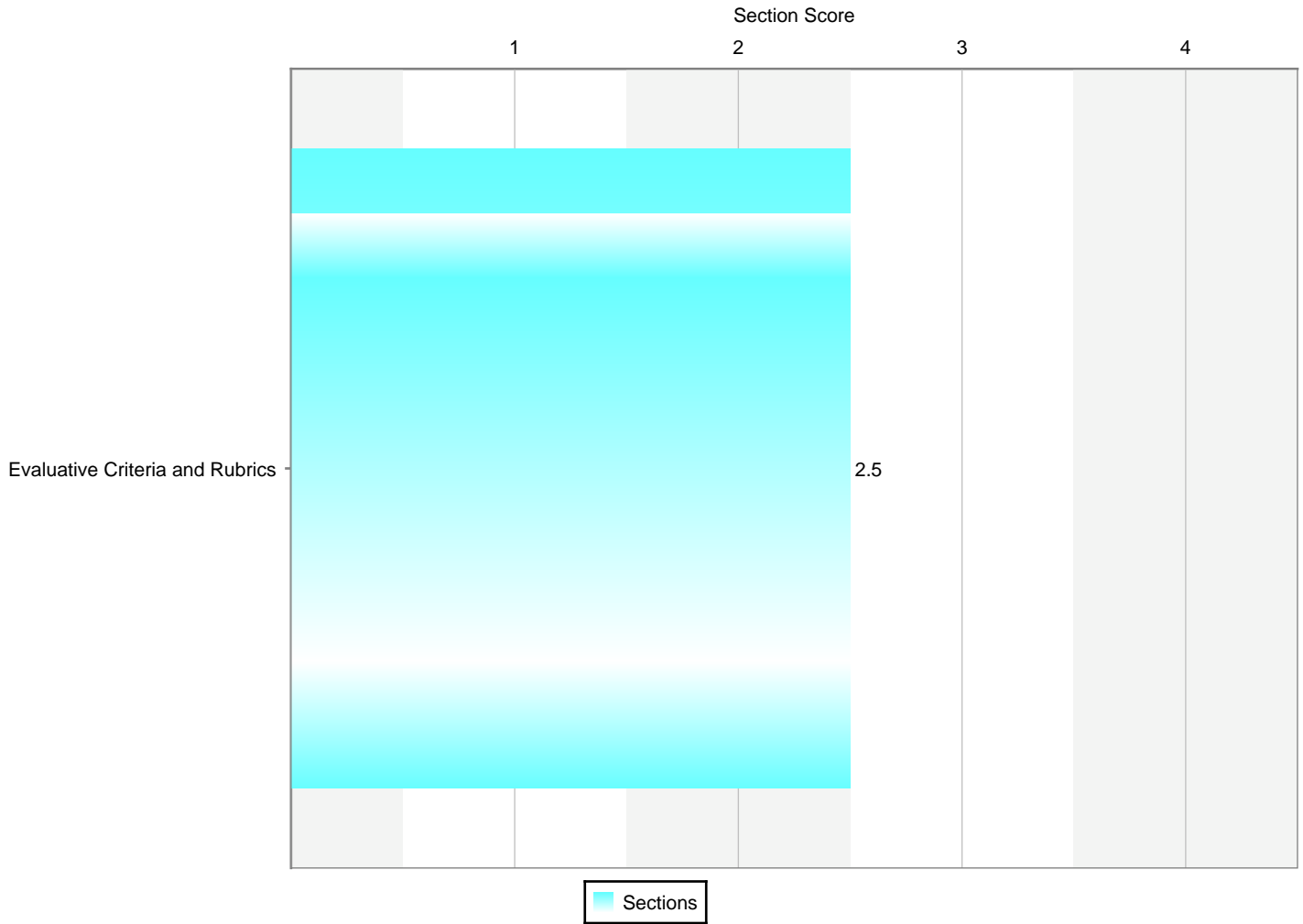
There is no previous data to compare ASPIRE results to.

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

There is no correlation between shown between 7th and 8th grade classroom data and the ASPIRE results. There are no previous ASPIRE results to compare our current data to.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	It is the responsibility of the principal to comply with all policies at his/her institution.	RJHS Non-Discrimination Employees

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		RJHS Parent Involvement Plan 2014-2015

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		RJHS Compacts 2014-2015

Plan for ACIP

Overview

Plan Name

Plan for 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	All students at Repton Junior High School will become proficient in Reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$3509
2	All students at Repton Junior High School will become proficient in Math	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$3500
3	All teachers and students at Repton Junior High School will become proficient in the use of technology devices in the classroom	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$6000

Goal 1: All students at Repton Junior High School will become proficient in Reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy 1:

Explicit Instruction - Use explicit instruction. Utilize small group instruction based on the needs of individual students. Teachers will model comprehension strategies by using think alouds. Teachers will implement guided practice with students. Students will receive an abundance of opportunities for independent practice. Instruction will be systematic, moving from the simple to the complex. Students will have opportunities to engage in textual, recreational and functional reading.

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

Alabama Reading Initiative

Activity - Small Group Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with students not mastering the skills during intervention. Reading coach will pull students on an individual or small group basis as needed in grades K-3. System reading coach will conduct lessons with whole classes or small groups as needed in grades K-5. Instructional coaches will be hired to work with grades 6-8. Small group instruction during the reading block will target students who are not mastering.	Academic Support Program	08/12/2014	05/29/2015	\$0	No Funding Required	Teachers, Reading Coach, System Reading Coaches
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend workshops to incorporate reading comprehension strategies in the classroom	Professional Learning	08/12/2014	05/29/2015	\$3509	Title II Part A	Teachers, Reading Coaches and Administrators
Activity - Side by Side Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System and School Reading coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning	08/12/2014	05/29/2015	\$0	No Funding Required	System and School Reading Coach and teachers

Goal 2: All students at Repton Junior High School will become proficient in Math

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math procedures and problem solving in Mathematics by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy 1:

Explicit Instruction - Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills previously taught. Preteach skills to students experiencing difficulty. AMSTI strategies will be used in classroom. Instructional coaches will be hired to work with grades 6-8.

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

Alabama Math, Science and Technology Initiative

Activity - Small Group Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explicit instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills, preteach skills to students experiencing difficulty, AMSTI strategies	Academic Support Program	08/12/2014	05/29/2015	\$0	No Funding Required	Teachers, System Math Coach
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend workshops to incorporate math strategies in the classroom.	Professional Learning	08/12/2014	05/29/2015	\$3500	Title II Part A	Teachers, System Coaches, Administrators
Activity - Side by Side Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System Math Coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning	08/12/2014	05/29/2015	\$0	No Funding Required	System Math Coach and teachers

Goal 3: All 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 All Students will demonstrate a behavior of proficiency in Career & Technical by 05/29/2015 as measured by Pricipal 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.

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	08/12/2014	05/29/2015	\$3000	Title I Part A	All Staff
Activity - Classroom Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use technology such as document cameras, projectors, IPADs, Smart boards, and computers in the classroom daily.	Technology	08/19/2013	05/30/2014	\$3000	Title I Part A	All teachers and students

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Intervention	Explicit instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills, preteach skills to students experiencing difficulty, AMSTI strategies	Academic Support Program	08/12/2014	05/29/2015	\$0	Teachers, System Math Coach
Side by Side Coaching	System Math Coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning	08/12/2014	05/29/2015	\$0	System Math Coach and teachers
Side by Side Coaching	System and School Reading coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning	08/12/2014	05/29/2015	\$0	System and School Reading Coach and teachers
Small Group Intervention	Teachers will work with students not mastering the skills during intervention. Reading coach will pull students on an individual or small group basis as needed in grades K-3. System reading coach will conduct lessons with whole classes or small groups as needed in grades K-5. Instructional coaches will be hired to work with grades 6-8. Small group instruction during the reading block will target students who are not mastering.	Academic Support Program	08/12/2014	05/29/2015	\$0	Teachers, Reading Coach, System Reading Coaches
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Use	Students and teachers will use technology such as document cameras, projectors, IPADs, Smart boards, and computers in the classroom daily.	Technology	08/19/2013	05/30/2014	\$3000	All teachers and students
Professional Development	Teachers will attend workshops, local training and job embedded professional development	Professional Learning	08/12/2014	05/29/2015	\$3000	All Staff
Total					\$6000	

Title II Part A

ACIP

Repton Jr. High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will attend workshops to incorporate math strategies in the classroom.	Professional Learning	08/12/2014	05/29/2015	\$3500	Teachers, System Coaches, Administrators
Professional Development	Teachers will attend workshops to incorporate reading comprehension strategies in the classroom	Professional Learning	08/12/2014	05/29/2015	\$3509	Teachers, Reading Coaches and Administrators
Total					\$7009	

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

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

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.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

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

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

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.

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

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.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

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.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (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.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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 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)

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.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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)

Parental involvement continues to be a focus at RJHS. The importance of parental involvement is emphasized at faculty meetings, parent meetings, data meetings, and BBSST meetings.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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)

The HIPPY Program is being used in the county to provide training for parents of 3 and 4 year-olds. A trainer goes into the homes and helps parents understand how to help their children with their learning. The Conecuh County Resource Center 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 Resource Center.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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)

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 and notices.

6f. 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 NCLB Section 1118, 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)

Parents may submit suggestions for activities to teachers and administrators. All suggestions will be reviewed.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

RJHS is a handicapped accessible facility. The school has no ELL students or migratory students at this time. However, the school provides information in a language that parents can understand and is prepared to do so for these students as well, should we receive them.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide 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?

The SAT 10 was administered in grades K-2 for the 2013-2014 school year. The educationally deprived students are those who scored below the 50th percentile on the 2013-2014 SAT Total Reading, Mathematics, and Language Arts tests. In coming years, the school testing will follow the mandate of the State Department of Education. Grade K-2 will continue to take the SAT 10. DIBELS will be administered to grades K-3 in the 2014-2015 school year. Measurements of the effectiveness of the school-wide plan include the following:

1. Students Enrollment
2. Standardized Test Scores
3. Summative Reports on Student Progress
4. Student Questionnaire
5. Teacher Survey
6. Teacher/Parent Conferences
7. Analysis of Discipline Reports
8. Report cards
9. STAR reports
10. Progress Monitoring
11. DIBELS
12. Selection/Fluency Assessment K-5
13. Mandated State Assessment Aspire

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

The needs assessment shows a decrease in enrollment over the last three years; 173 in 2011-2012 to 148 in 2014-2015. Our testing scores are increasing overall throughout the grades with specific weaknesses that are addressed throughout the plan in grades K-2. There is no previous data to compare current ASPIRE results to. There is also a continuous decrease in office referrals over the past three years; 81 in 2011-2012 to 50 in 2014-2015.

3. What conclusions were drawn from the results?

The assessments used for our comprehensive needs assessment are successful in helping our students reach their goals. We have an increase in test scores and parental involvement and a decrease in discipline incidents.

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

Most small group intervention that was given daily to struggling students, including Special Ed. Most students are understanding Reading Street, the core Reading Program. More common core skills need to be taught in grades K-8. More writing activities should be given to
SY 2014-2015

students in grades K5-8. The activities should be higher order thinking questions, such as comparing and contrasting two stories. Close reading will be used in Reading Street so that the students will dig deeper into reading and improve comprehension. Reading comprehension needs to improve in grades K5-8 based on SAT and ASPIRE scores. Students in grades 6-8 will need to zone into features in the text to improve comprehension. More technology will be used in reading and math classes to help students better understand concepts that are being taught.

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

Our needs assessment shows a weakness in Reading and Math. Our goals address that weakness.

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

We analyze multiple types of data such as SAT/ASPIRE data, progress monitoring, system assessments, classroom assessments, DIBELS, etc. in order to identify low performing students or groups. We also incorporate a flexible grouping system that will change based on student performance throughout the year.

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

our goals indicate that we will use explicit instruction to address the needs of all students. We will use small-group intervention from our school and system coaches for those students who are disadvantaged or low performing. Student IEPs will be followed as necessary.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

All students at Repton Junior High School will become proficient in Reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Use explicit instruction. Utilize small group instruction based on the needs of individual students. Teachers will model comprehension strategies by using think alouds. Teachers will implement guided practice with students. Students will receive an abundance of opportunities for independent practice. Instruction will be systematic, moving from the simple to the complex. Students will have opportunities to engage in textual, recreational and functional reading.

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

Alabama Reading Initiative

Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and School Reading coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System and School Reading Coach and teachers

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with students not mastering the skills during intervention. Reading coach will pull students on an individual or small group basis as needed in grades K-3. System reading coach will conduct lessons with whole classes or small groups as needed in grades K-5. Instructional coaches will be hired to work with grades 6-8. Small group instruction during the reading block will target students who are not mastering.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, Reading Coach, System Reading Coaches

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate reading comprehension strategies in the classroom	Professional Learning			08/12/2014	05/29/2015	\$3509 - Title II Part A	Teachers, Reading Coaches and Administrators

Goal 2:

All students at Repton Junior High School will become proficient in Math

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math procedures and problem solving in Mathematics by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills previously taught. Preteach skills to students experiencing difficulty. AMSTI strategies will be used in classroom. Instructional coaches will be hired to work with grades 6-8.

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

Alabama Math, Science and Technology Initiative

Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System Math Coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System Math Coach and teachers

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explicit instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills, preteach skills to students experiencing difficulty, AMSTI strategies	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, System Math Coach

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate math strategies in the classroom.	Professional Learning			08/12/2014	05/29/2015	\$3500 - Title II Part A	Teachers, System Coaches, Administrators

Goal 3:

All 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 All Students will demonstrate a behavior of proficiency in Career & Technical by 05/29/2015 as measured by Pricipal observation, lesson plans, and walk-throughs.

Strategy1:

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

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 - Classroom Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will use technology such as document cameras, projectors, IPADs, Smart boards, and computers in the classroom daily.	Technology			08/19/2013	05/30/2014	\$3000 - Title I Part A	All teachers and students

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, local training and job embedded professional development	Professional Learning			08/12/2014	05/29/2015	\$3000 - Title I Part A	All Staff

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

All students at Repton Junior High School will become proficient in Reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Use explicit instruction. Utilize small group instruction based on the needs of individual students. Teachers will model comprehension strategies by using think alouds. Teachers will implement guided practice with students. Students will receive an abundance of opportunities for independent practice. Instruction will be systematic, moving from the simple to the complex. Students will have opportunities to engage in textual, recreational and functional reading.

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

Alabama Reading Initiative

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Repton Jr. High School

Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and School Reading coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System and School Reading Coach and teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate reading comprehension strategies in the classroom	Professional Learning			08/12/2014	05/29/2015	\$3509 - Title II Part A	Teachers, Reading Coaches and Administrators

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with students not mastering the skills during intervention. Reading coach will pull students on an individual or small group basis as needed in grades K-3. System reading coach will conduct lessons with whole classes or small groups as needed in grades K-5. Instructional coaches will be hired to work with grades 6-8. Small group instruction during the reading block will target students who are not mastering.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, Reading Coach, System Reading Coaches

Goal 2:

All students at Repton Junior High School will become proficient in Math

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math procedures and problem solving in Mathematics by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills previously taught. Preteach skills to students experiencing difficulty. AMSTI strategies will be used in classroom. Instructional coaches will be hired to work with grades 6-8.

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

Alabama Math, Science and Technology Initiative

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Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System Math Coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System Math Coach and teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate math strategies in the classroom.	Professional Learning			08/12/2014	05/29/2015	\$3500 - Title II Part A	Teachers, System Coaches, Administrators

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explicit instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills, preteach skills to students experiencing difficulty, AMSTI strategies	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, System Math Coach

Goal 3:

All 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 All Students will demonstrate a behavior of proficiency in Career & Technical by 05/29/2015 as measured by Pricipal observation, lesson plans, and walk-throughs.

Strategy1:

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

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, local training and job embedded professional development	Professional Learning			08/12/2014	05/29/2015	\$3000 - Title I Part A	All Staff

Activity - Classroom Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will use technology such as document cameras, projectors, IPADs, Smart boards, and computers in the classroom daily.	Technology			08/19/2013	05/30/2014	\$3000 - Title I Part A	All teachers and students

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All students at Repton Junior High School will become proficient in Reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Use explicit instruction. Utilize small group instruction based on the needs of individual students. Teachers will model comprehension strategies by using think alouds. Teachers will implement guided practice with students. Students will receive an abundance of opportunities for independent practice. Instruction will be systematic, moving from the simple to the complex. Students will have opportunities to engage in textual, recreational and functional reading.

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

Alabama Reading Initiative

Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and School Reading coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System and School Reading Coach and teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate reading comprehension strategies in the classroom	Professional Learning			08/12/2014	05/29/2015	\$3509 - Title II Part A	Teachers, Reading Coaches and Administrators

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Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with students not mastering the skills during intervention. Reading coach will pull students on an individual or small group basis as needed in grades K-3. System reading coach will conduct lessons with whole classes or small groups as needed in grades K-5. Instructional coaches will be hired to work with grades 6-8. Small group instruction during the reading block will target students who are not mastering.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, Reading Coach, System Reading Coaches

Goal 2:

All students at Repton Junior High School will become proficient in Math

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math procedures and problem solving in Mathematics by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills previously taught. Preteach skills to students experiencing difficulty. AMSTI strategies will be used in classroom. Instructional coaches will be hired to work with grades 6-8.

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Alabama Math, Science and Technology Initiative

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate math strategies in the classroom.	Professional Learning			08/12/2014	05/29/2015	\$3500 - Title II Part A	Teachers, System Coaches, Administrators

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explicit instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills, preteach skills to students experiencing difficulty, AMSTI strategies	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, System Math Coach

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Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System Math Coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System Math Coach and teachers

Goal 3:

All 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 All Students will demonstrate a behavior of proficiency in Career & Technical by 05/29/2015 as measured by Pricipal observation, lesson plans, and walk-throughs.

Strategy1:

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

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, local training and job embedded professional development	Professional Learning			08/12/2014	05/29/2015	\$3000 - Title I Part A	All Staff

Activity - Classroom Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will use technology such as document cameras, projectors, IPADs, Smart boards, and computers in the classroom daily.	Technology			08/19/2013	05/30/2014	\$3000 - Title I Part A	All teachers and students

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

All students at Repton Junior High School will become proficiant in Reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Use explicit instruction. Utilize small group instruction based on the needs of individual students. Teachers will model comprehension strategies by using think alouds. Teachers will implement guided practice with students. Students will receive an abundance of opportunities for independent practice. Instruction will be systematic, moving from the simple to the complex. Students will have opportunities to engage in textual, recreational and functional reading.

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Alabama Reading Initiative

Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and School Reading coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System and School Reading Coach and teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate reading comprehension strategies in the classroom	Professional Learning			08/12/2014	05/29/2015	\$3509 - Title II Part A	Teachers, Reading Coaches and Administrators

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with students not mastering the skills during intervention. Reading coach will pull students on an individual or small group basis as needed in grades K-3. System reading coach will conduct lessons with whole classes or small groups as needed in grades K-5. Instructional coaches will be hired to work with grades 6-8. Small group instruction during the reading block will target students who are not mastering.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, Reading Coach, System Reading Coaches

Goal 2:

All students at Repton Junior High School will become proficient in Math

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math procedures and problem solving in Mathematics by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom. Use

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manipulatives to reinforce skills previously taught. Preteach skills to students experiencing difficulty. AMSTI strategies will be used in classroom. Instructional coaches will be hired to work with grades 6-8.

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

Alabama Math, Science and Technology Initiative

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate math strategies in the classroom.	Professional Learning			08/12/2014	05/29/2015	\$3500 - Title II Part A	Teachers, System Coaches, Administrators

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explicit instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills, preteach skills to students experiencing difficulty, AMSTI strategies	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, System Math Coach

Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System Math Coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System Math Coach and teachers

Goal 3:

All 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 All Students will demonstrate a behavior of proficiency in Career & Technical by 05/29/2015 as measured by Pricipal observation, lesson plans, and walk-throughs.

Strategy1:

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

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

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Activity - Classroom Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will use technology such as document cameras, projectors, IPADs, Smart boards, and computers in the classroom daily.	Technology			08/19/2013	05/30/2014	\$3000 - Title I Part A	All teachers and students

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, local training and job embedded professional development	Professional Learning			08/12/2014	05/29/2015	\$3000 - Title I Part A	All Staff

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

All students at Repton Junior High School will become proficient in Reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Use explicit instruction. Utilize small group instruction based on the needs of individual students. Teachers will model comprehension strategies by using think alouds. Teachers will implement guided practice with students. Students will receive an abundance of opportunities for independent practice. Instruction will be systematic, moving from the simple to the complex. Students will have opportunities to engage in textual, recreational and functional reading.

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

Alabama Reading Initiative

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with students not mastering the skills during intervention. Reading coach will pull students on an individual or small group basis as needed in grades K-3. System reading coach will conduct lessons with whole classes or small groups as needed in grades K-5. Instructional coaches will be hired to work with grades 6-8. Small group instruction during the reading block will target students who are not mastering.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, Reading Coach, System Reading Coaches

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate reading comprehension strategies in the classroom	Professional Learning			08/12/2014	05/29/2015	\$3509 - Title II Part A	Teachers, Reading Coaches and Administrators

Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and School Reading coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System and School Reading Coach and teachers

Goal 2:

All students at Repton Junior High School will become proficient in Math

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math procedures and problem solving in Mathematics by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills previously taught. Preteach skills to students experiencing difficulty. AMSTI strategies will be used in classroom. Instructional coaches will be hired to work with grades 6-8.

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

Alabama Math, Science and Technology Initiative

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explicit instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills, preteach skills to students experiencing difficulty, AMSTI strategies	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, System Math Coach

Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System Math Coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System Math Coach and teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate math strategies in the classroom.	Professional Learning			08/12/2014	05/29/2015	\$3500 - Title II Part A	Teachers, System Coaches, Administrators

Goal 3:

All 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 All Students will demonstrate a behavior of proficiency in Career & Technical by 05/29/2015 as measured by Pricipal observation, lesson plans, and walk-throughs.

Strategy1:

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

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 - Classroom Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will use technology such as document cameras, projectors, IPADs, Smart boards, and computers in the classroom daily.	Technology			08/19/2013	05/30/2014	\$3000 - Title I Part A	All teachers and students

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, local training and job embedded professional development	Professional Learning			08/12/2014	05/29/2015	\$3000 - Title I Part A	All Staff

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

All students at Repton Junior High School will become proficient in Reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Use explicit instruction. Utilize small group instruction based on the needs of individual students. Teachers will model comprehension strategies by using think alouds. Teachers will implement guided practice with students. Students will receive an abundance of opportunities for independent practice. Instruction will be systematic, moving from the simple to the complex. Students will have opportunities to engage in textual, recreational and functional reading.

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

Alabama Reading Initiative

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate reading comprehension strategies in the classroom	Professional Learning			08/12/2014	05/29/2015	\$3509 - Title II Part A	Teachers, Reading Coaches and Administrators

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with students not mastering the skills during intervention. Reading coach will pull students on an individual or small group basis as needed in grades K-3. System reading coach will conduct lessons with whole classes or small groups as needed in grades K-5. Instructional coaches will be hired to work with grades 6-8. Small group instruction during the reading block will target students who are not mastering.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, Reading Coach, System Reading Coaches

Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and School Reading coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System and School Reading Coach and teachers

Goal 2:

All students at Repton Junior High School will become proficient in Math

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math procedures and problem solving in Mathematics by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

ACIP

Repton Jr. High School

Explicit Instruction - Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills previously taught. Preteach skills to students experiencing difficulty. AMSTI strategies will be used in classroom. Instructional coaches will be hired to work with grades 6-8.

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

Alabama Math, Science and Technology Initiative

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explicit instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills, preteach skills to students experiencing difficulty, AMSTI strategies	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, System Math Coach

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate math strategies in the classroom.	Professional Learning			08/12/2014	05/29/2015	\$3500 - Title II Part A	Teachers, System Coaches, Administrators

Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System Math Coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System Math Coach and teachers

Goal 3:

All 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 All Students will demonstrate a behavior of proficiency in Career & Technical by 05/29/2015 as measured by Pricipal observation, lesson plans, and walk-throughs.

Strategy1:

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

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 - Classroom Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will use technology such as document cameras, projectors, IPADs, Smart boards, and computers in the classroom daily.	Technology			08/19/2013	05/30/2014	\$3000 - Title I Part A	All teachers and students

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, local training and job embedded professional development	Professional Learning			08/12/2014	05/29/2015	\$3000 - Title I Part A	All Staff

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

All students at Repton Junior High School will become proficient in Reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Use explicit instruction. Utilize small group instruction based on the needs of individual students. Teachers will model comprehension strategies by using think alouds. Teachers will implement guided practice with students. Students will receive an abundance of opportunities for independent practice. Instruction will be systematic, moving from the simple to the complex. Students will have opportunities to engage in textual, recreational and functional reading.

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

Alabama Reading Initiative

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with students not mastering the skills during intervention. Reading coach will pull students on an individual or small group basis as needed in grades K-3. System reading coach will conduct lessons with whole classes or small groups as needed in grades K-5. Instructional coaches will be hired to work with grades 6-8. Small group instruction during the reading block will target students who are not mastering.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, Reading Coach, System Reading Coaches

Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and School Reading coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System and School Reading Coach and teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate reading comprehension strategies in the classroom	Professional Learning			08/12/2014	05/29/2015	\$3509 - Title II Part A	Teachers, Reading Coaches and Administrators

Goal 2:

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70% of All Students will demonstrate a proficiency in math procedures and problem solving in Mathematics by 05/29/2015 as measured by SAT and ACT Aspire.

Strategy1:

Explicit Instruction - Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills previously taught. Preteach skills to students experiencing difficulty. AMSTI strategies will be used in classroom. Instructional coaches will be hired to work with grades 6-8.

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

Alabama Math, Science and Technology Initiative

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to incorporate math strategies in the classroom.	Professional Learning			08/12/2014	05/29/2015	\$3500 - Title II Part A	Teachers, System Coaches, Administrators

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explicit instruction through the use of small groups/cooperative learning in every classroom. Use manipulatives to reinforce skills, preteach skills to students experiencing difficulty, AMSTI strategies	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, System Math Coach

Activity - Side by Side Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System Math Coach will offer side-by-side coaching and job-embedded professional development throughout the school year.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	System Math Coach and teachers

Goal 3:

All 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 All Students will demonstrate a behavior of proficiency in Career & Technical by 05/29/2015 as measured by Pricipal observation, lesson plans, and walk-throughs.

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Activity - Classroom Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will use technology such as document cameras, projectors, IPADs, Smart boards, and computers in the classroom daily.	Technology			08/19/2013	05/30/2014	\$3000 - Title I Part A	All teachers and students

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops, local training and job embedded professional development	Professional Learning			08/12/2014	05/29/2015	\$3000 - Title I Part A	All Staff

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	No	Repton has one teacher that is not Highly Qualified according to NCLB. That teacher has taken the necessary steps to obtain highly qualified status. The application is in process at this point.	

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

There are 15 professional members of the staff who are highly qualified based on NCLB. There are four paraprofessionals. The professional instructional staff and instructional aides have attended ARI training sessions. New staff members are required to attend ARI training. During these sessions the professional staff was trained to administer instructional strategies that aid in identifying the needs of individual students. These reform strategies are used to build upon identified strengths and meet the individual needs.

Component 4: Strategies to Attract Highly Qualified Teachers

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

There are 3 new professional staff members and 1 new instructional aide for the 2014-2015 school year.

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

Only 7% of the teachers at Repton Junior High School have been teaching for less than 5 years. 79% have been teaching for more than 10 years.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

To attract highly qualified teachers, Repton Junior High School will engage in the following attempts to seek those applicants for employment:

1. Stipends for additional training
2. Available positions are advertising in the local paper and posted at the school
3. LEA will assist in locating HQT

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

To attract highly qualified teachers, Repton Junior High School will engage in the following attempts to seek those applicants for employment:

1. Stipends for additional training
2. Available positions are advertising in the local paper and posted at the school
3. LEA will assist in locating HQT

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

n/a

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Teachers will attend workshops, local training and job embedded professional development. System-level instructional coaches provide side-by-side coaching to teachers during the instructional day as well as turn-around training of research-based instructional practices.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Teachers will attend workshops to incorporate reading comprehension strategies in the classroom, local training and job embedded professional development.

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

Repton has an assigned master teacher to mentor new or inexperienced teachers as needed. New Hire Training is provided for all new teachers before the beginning of each school year. System-level instructional coaches provide support for new teachers through modeling and coaching opportunities.

4. Describe how this professional development is "sustained and ongoing."

Teachers will attend workshops, local training and job embedded professional development. System-level instructional coaches provide sustained coaching opportunities with new and "struggling" teachers.

Component 6: Transition Strategies

1. 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.

Pre-K registration is held in the Spring. Students and parents may meet the teacher and discuss any special needs the students may have. Pre-school teachers are given a skill list each nine weeks to help the students become accustomed to Kindergarten activities in Reading and Math.

Kindergarten registration is also held in the Spring. Students and parents may meet the teachers and discuss any special needs the student may have. The supply list is provided for each student at the end of the year.

A representative from Hillcrest High School visits the 8th grade class and helps them register for classes at the high school for the upcoming year. 8th grade students visit Hillcrest High School for a tour and general assemble to prepare for high school transition.

Component 7: Teacher Participation in Making Assessment Decisions

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

As soon as state test results are in, the leadership team meets to analyze those results to determine the needs of the school. Teachers have job embedded data meetings with system and local coaches weekly to determine the needs of each classroom.

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

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

Data analysis of state assessment results, continuous analysis of classroom performance indicators such as DIBELS, progress monitoring and system/local assessments.

2. 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?

All students are given explicit instruction in the classroom. Students who are experiencing difficulty mastering state standards are placed small group intervention groups with TIER II and TIER III instruction. Those students are below proficiency are referred to RTI for further assistance strategies.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

TIER I, TIER II, TIER III instruction offers students individualized instruction based on each one's needs. Small group intervention is offered with the system and school coaches as well as teachers. A 45 minute period is built into the schedule for grades 7-8 for small group intervention as needed.

4. 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.

Stride Academy as well as other web-based tutorial programs purchased by the LEA may be accessed by the students at home. There is no formal opportunities for reinforcement beyond the school day outside the web-based programs.

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

All students are given explicit instruction in the classroom. Students who are experiencing difficulty mastering state standards are placed small group intervention groups with TIER II and TIER III instruction. Those students are below proficiency are referred to RTI for further assistance strategies. Students identified for Special Education services are taught with accommodations based on individual IEP plans.

6. 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**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

After review of all school ACIP plans, the LEA presents each school with programs or resources that coordinate with the achievement goals that are included in the school wide plan. Afterwards decisions are made on funding options to help reach those goals. All schools receive any services and training needed provided by the specific program.

2. 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 used to help support classroom instruction and programs. Technology funds are used to purchase items such as iPads, document cameras, laptops, projectors, etc. to improve instruction. Title II funds are used for professional development for teachers to improve instruction. Title I helps fund regular programs and instructional aides.

3. 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, vocational and technical education, and job training.

RJHS has a counselor/DHR representative that provides services regarding home life, school counsel, bullying counsel, etc. The CNP provides lunch and breakfast for all students. The Headstart program works with students before entering kindergarten. The HIPPY program offers home services for parents and students before formal schooling.

Component 10: Evaluation

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

The team will meet four times during the school year to determine to what extent implementation will be carried out. Many sources of data will be collected throughout the year and presented at each of the meetings to provide evidence of effectiveness. Adjustments will be made to the plan as needed.

2. 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 team will meet four times during the school year to determine to what extent implementation will be carried out. Many sources of data will be collected throughout the year and presented at each of the meetings to provide evidence of effectiveness. Adjustments will be made to the plan as needed.

3. 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?

The school completes and end of the year evaluation to determine whether the school wide program has been effective.

4. 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?

The team will meet four times during the school year to determine to what extent implementation will be carried out. Many sources of data will be collected throughout the year and presented at each of the meetings to provide evidence of effectiveness. Adjustments will be made to the plan as needed.

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	9.0

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

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	12.0

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

Label	Question	Value
4.	Provide the number of Counselors.	0.5

Label	Question	Value
5.	Provide the number of Librarians.	0.5

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	556362.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	69038.0

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

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	21198.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	24665.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	3472.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total

674,735.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Salary/Benefits for Teacher, Aide & Substitutes \$63,063.33
 Parental Involvement \$173.75
 School Messenger Software \$700.00
 Instructional Classroom Materials and Supplies \$1,000.00
 Teacher Classroom Supply Allocation \$263.50
 Non-Capitalized Computer/Instruction 6,000.00
 Classroom Equipment 2,883.99
 Travel and Training/Professional Development 1,000.00

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	75084.5703125

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Substitutes for Professional Development \$500.00
 Travel and Training/Professional Development \$6,824.46

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	7324.4599609375

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)**Provide a brief explanation and a breakdown of expenses.**

n/a

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**Provide a brief explanation and a breakdown of expenses.**

n/a

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
2.	Local Funds Provide the total.	0.0