



ACIP

Lyeffion Jr. High School Conecuh County School System

Ms. Rita Nettles-Armstrong, Principal
7575 Highway 83
Evergreen, AL 36401

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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?

Lyeffion Junior High School is a small rural school located in Conecuh County, Alabama. The county seat is located in Evergreen, Alabama. Conecuh County features an industrial park as well as an airport facility for small navy planes. In recent years, the service industry has grown extensively with the addition of several new chain restaurants and a new grocery store.

Lyeffion is a small community that is located approximately ten miles north of Evergreen. It has a population of close to 1,800. The community does have several farms and small businesses. Although the median income and property values have shown some increase, this continues to be a low socioeconomic area. Our student population consists of a large number of minority and economically disadvantaged students.

Lyeffion Junior High School was founded in the 1920's when three smaller schools consolidated. For the 2018-2019 school year, the school has a total of 172 students enrolled, with twenty of these students attending Southside Preparatory Magnet Academy in Evergreen. Of the 172 students, 113 are black, 50 are white, 8 are Hispanic, and one is Native Hawaiian. There are 99 males and 73 females. All students are eligible for free breakfast and lunch. Enrollment has remained steady over the past several years.

The staff at Lyeffion School consists of one principal, one part-time assistant principal, nine full time classroom teachers, and a full time physical education teacher and special education teacher. There are three itinerant teachers who travel to Lyeffion to provide services to seventh through ninth grade. The assistant principal also provides instruction to seventh through ninth grade. The school also has a part-time media specialist, school counselor, nurse, band teacher, reading specialist, and speech teacher. Additional personnel includes one secretary, one paraprofessional, two CNP workers, one custodian, and three bus drivers.

The school's main challenges include increasing parental involvement and engagement. The school has implemented several programs to address this issue. This includes the school-wide use of the Remind application this year to help improve school to home communication. Student motivation also continues to be a significant problem for the school. This is being addressed through a number of activities including those provided as part of the PBIS program.

School's Purpose

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

Conecuh County Schools - ReThinking, Relgniting, ReDesigning, and Transforming
We Are Great, Whatever It Takes

Mission Statement:

The mission of Lyeffion Junior High School is to educate all students to their fullest potential in a safe and caring environment. Our goal is for children to emerge from our school with a positive sense of self, an intact love of learning, and the skills necessary to continue their education.

Beliefs:

- . All students can learn and should be given the opportunity to develop to their fullest potential intellectually, socially, and emotionally.
- . Students learn best when they are actively engaged in the learning process.
- . Positive relationships and mutual respect between students and staff enhance students' self-esteem.
- . High expectations increase student performance.
- . Building and maintaining a safe and physically attractive environment enhances student achievement.
- . Home, students, staff, and the community should work together in the education process.

Goals:

- . The students will demonstrate comprehension skills at or above the grade level in communication skills (reading, writing, listening, and speaking), mathematics, science, and social studies processes.
- . The students will demonstrate the ability to make appropriate decisions and use higher order thinking skills to solve problems.
- . Students will develop a love for learning and will take pride in their work. They will exhibit self-discipline and a regard for the uniqueness of others.
- . The students will develop technology skills and computer literacy appropriate to grade level.

Lyeffion Junior High School offers a wide variety of opportunities for students to participate in so that the above beliefs and goals can be achieved. Monthly activities range from academic celebrations to highlight student progress in class to PBIS activities to encourage student attendance. Teachers provide tiered and strategic instruction daily to help students achieve academic success. Additional classroom activities are provided for enrichment purposes. The teachers and staff at Lyeffion work hard to ensure that parents feel welcome at the school and that they receive regular communication in regard to student progress and activities which will be held at the school.

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.

In the last three years, Lyeffion school has shown improvement in many areas. The students have worked hard and shown academic progress as evidenced by state assessment results. A student success program has been implemented to provide students with a variety of rewards for achievement, attendance, and good behavior. The physical education teacher/coach has expanded the program to include archery, track, and soccer. The school has almost reached a one-to-one ratio of students to technological devices, with most classes having a full set of iPads or Kindles.

Areas for improvement over the next three years include continued progress in reading, math, and science. Additionally, parental involvement and student motivation are areas which need improvement.

Additional Information

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

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 stakeholder members that must be present include the principal, guidance counselor, instructional 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), district chief school financial officer, community stakeholders, or any other member as appropriate. Stakeholders are engaged in the development of the plan in a variety of ways. Parents, students, and teachers complete surveys which provide information that guides the needs assessment and goals for the plan. Additionally, all stakeholders are encouraged to participate in PTO and Title One meetings. Faculty and other members of the ACIP team are engaged in this process through regular meetings and emails.

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

A planning meeting was held on September 4, 2018. Parents and teachers at the meeting were informed about the progress being made toward the revisions to the continuous improvement plan. Another meeting will be scheduled once the plan is completed. The stakeholder groups for these meetings include the ACIP team, classroom teachers, school administrators, and parents whenever possible. Parents, students, and teachers all participate in the development of the plan by completing surveys. Members of the team meet and communicate throughout the entire revision process. The plan is reviewed by the principal and the Federal Programs Coordinator before it is submitted for approval.

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

When the ACIP has been properly reviewed and approved, parents will be notified through the Remind Application and also through the school's newsletter. This notification will include the information that the documentation will be maintained on site in Lyeffion Jr. High School's office, the school's media center, and will also be on the school's website. All staff at the school may view the ACIP at the locations at the school or have a copy for their computer. School staff regularly review progress on the improvement plan throughout the year at scheduled faculty meetings. Parents are notified of progress at the beginning of the year Title One meeting.

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	Student Performance Worksheet 2018/2019	Student Performance Worksheet 2018/2019

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

In the area of reading, a comparison was done using the numbers of students who scored at a proficient level on the ACT Aspire in Spring 2017 and those who met the Annual Target on the Scantron Performance Series Assessment in Spring 2018. This review of data revealed that students in fourth, seventh, and eighth grade made significant improvement in the area of reading. Fourth grade improved from 27% to 64%, seventh grade improved from 31% to 50%, and sixth grade improved from 39% to 55%. A similar comparison of math scores shows that third, fifth, sixth, seventh, and eighth grade students made gains in the area of math. The most significant gains were made in sixth and eighth grades, with an increase for sixth grade from 25% to 53% and eighth grade from 22% to 45%.

Another area of notable achievement for Lyeffion Jr High School is that currently twenty students have met the criteria for and are attending the magnet school.

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

The third grade and eighth grade classes have shown an increase in the area of math for three consecutive years.

Which area(s) indicate the overall highest performance?

Third grade students scored the highest overall in the area of math, with 74% of students meeting the Annual Target on the Scantron Performance Series Assessment. Also, the fourth grade class had 64% of students meet the Annual Target in the area of reading.

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

A review of the 2017-2018 Scantron Performance Series scores indicates that the percentage of female students who are meeting their goals in reading and math is increasing.

Between which subgroups is the achievement gap closing?

A review of the 2017-2018 Scantron Performance Series scores indicates that the gap between male and female students who are mastering skills in the areas of math and reading is decreasing. These scores reveal that of the students who met the Annual Target in reading and math, 55% were male and 45% were female.

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

The Scantron Performance Series and DIBELS Next results are consistent with results obtained from the STAR Reading and Math tests as
SY 2018-2019

well as the classroom assessment results and grades.

Areas in Need of Improvement

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

The results from the DIBELS Next revealed lower than expected scores in the area of Oral Reading Fluency in first, second, and third grades. The percentage of students who attained a benchmark scores were: First Grade - 45%, Second Grade - 17%, and Third Grade - 47%.

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

Assessment results indicate a negative trend for fifth grade in the area of reading, with a decrease each year for three consecutive years.

Which area(s) indicate the overall lowest performance?

Results from the Scantron Performance Series Assessment reveal the lowest scores in the area of reading for third grade, with 26% of students meeting the Annual Target and fifth grade, with 29% of students meeting the annual target in reading.

Results from the DIBELS Next indicate the lowest performance in the area of Oral Reading Fluency was the second grade, with only 17% of students attaining a benchmark score.

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

A comparison of the total numbers of students who demonstrated losses in the area of math for the 2017-2018 school year on the Scantron Performance Series Assessment reveals that a much larger percentage of middle school students fall into this category when compared to students in third through fifth grade. Only 6% of third through fifth grade students demonstrated an overall loss in math while 36% of sixth through eighth grade students demonstrated a loss.

Between which subgroups is the achievement gap becoming greater?

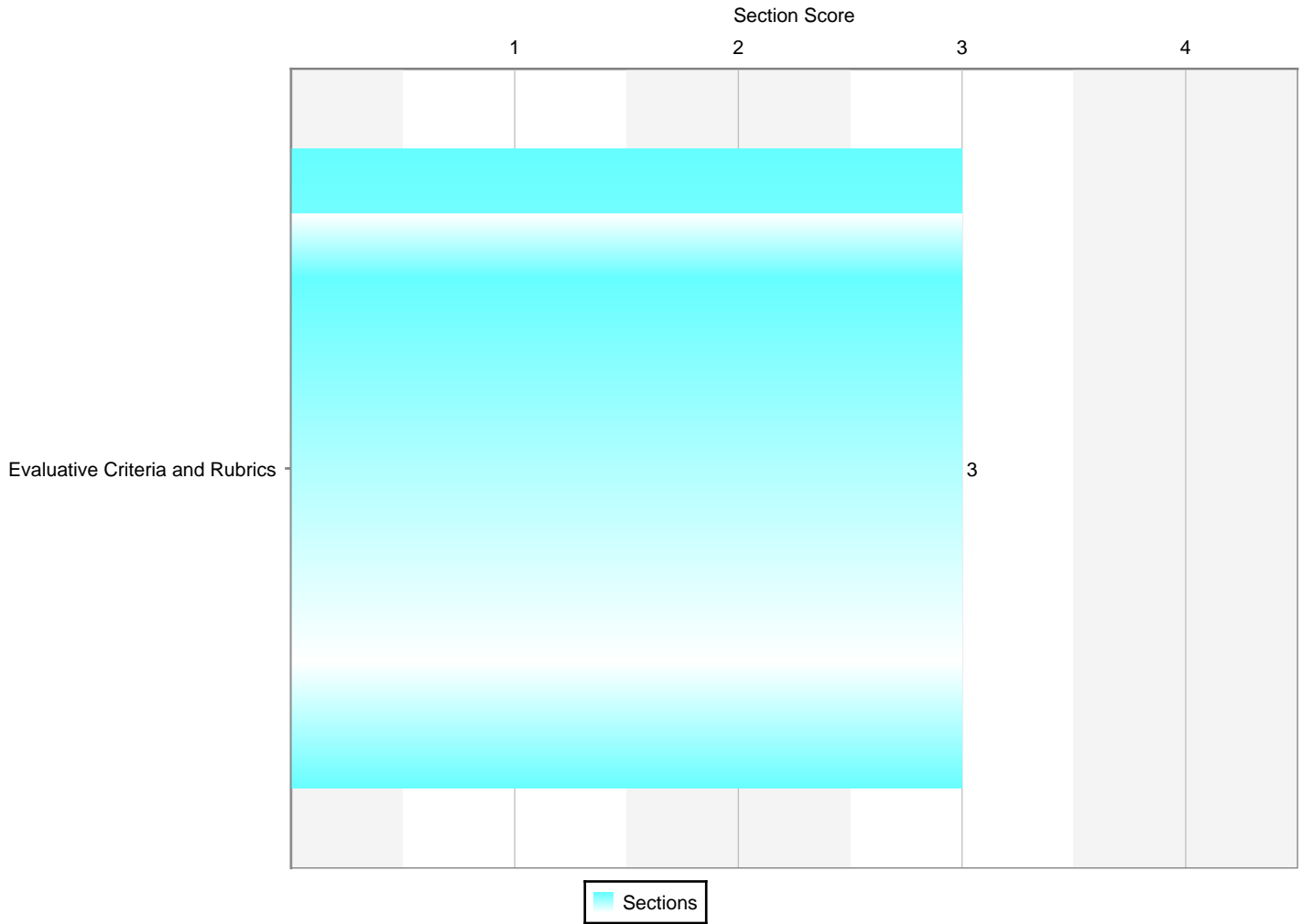
The gap between elementary and middle school students who are demonstrating forward progress appears to be increasing in the area of math.

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

Results from standardized testing are consistent with the results being obtained on classroom assessments and the grades being obtained by the students.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	See attached signature page.	ACIP Team Signature Page 2018/2019

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	See attached nondiscrimination statement.	Nondiscrimination Statement 2018/2019

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	See attached document with signatures.	Nondiscrimination Statement 2018/2019

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	The School-Parent Compact is attached and contains the principal's signature.	School Parent Compact 2018/2019

LJHS ACIP Plan 2018/2019

Overview

Plan Name

LJHS ACIP Plan 2018/2019

Plan Description

This plan includes goals for reading, math, technology, EL, and parent engagement.

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	Students at Lyeffion Jr. High School in grades Kindergarten - 8 will become proficient in reading skills.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$2965
2	Engage and Empower the Learner Through the Integration of Technology in the Classroom.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2966
3	Students in kindergarten through eighth grade will demonstrate measurable progress in the area of math during the 2018-2019 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2965
4	English Language Learners at Lyeffion Junior High School will demonstrate an increase in proficiency in reading and math.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$250
5	Implement an effective Parent Engagement Plan at Lyeffion Junior High School (K-8).	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$848

Goal 1: Students at Lyeffion Jr. High School in grades Kindergarten - 8 will become proficient in reading skills.

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by increasing formal assessment scores in Reading by 05/29/2019 as measured by DIBELS Next and Scantron Performance Series Assessments.

Strategy 1:

Small Group Intervention - Teachers in grades kindergarten through eighth grade will continue to implement strategic teaching methods daily in the classroom. Students in kindergarten and first grade will use a variety of learning applications on the iPads or computers. Second through eighth grade will utilize Stride Academy and Acellus on electronic devices to enhance reading skills. The programs will be used at least twice weekly during Tier 2 and Tier 3 instructional time. Intervention time will also focus on special education, intensive, and EL students. All classroom instruction is designed with the goal of students being able to master grade level standards and being prepared to be successful in the next grade.

Category: Develop/Implement Learning Supports

Research Cited: Stride Academy, Acellus

Activity - Review Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads and computers to complete reading assignments which are aligned with current classroom instruction using the Stride Academy Program. Teachers will also use Acellus, Studies Weekly, and Readworks to provide additional reading support. The tiered instruction activities will involve the use of teacher-made materials which will be utilized in literacy centers. The materials will need to be durable and will need to be laminated. Additionally, the use of the technological devices require regular upgrades/updates for hardware and software. HoverCam Pilots with CenterStages, laptop computers, smartboards, projectors, and screens will also be used for reading instruction.	Academic Support Program, Technology	08/06/2018	05/29/2019	\$2965	Title I Part A	Classroom teachers and media specialist.

Strategy 2:

Assessment Preparation/Practice - Kindergarten through third grade students will be assessed using DIBELS Next in August, January, and May of this school year. Students in grades second through eighth will take the Scantron Performance Series assessment in reading at the beginning, middle, and at the end of the school year. Teachers will provide online assessment practice for the students using the Stride Academy and Acellus programs. The students will use iPads, chromebooks, and computers to participate in the practice and the assessments.

Category: Develop/Implement Learning Supports

Research Cited: US Department of Education, 2007

Activity - Assessment Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will be provided for targeted reading skills and classroom assessments will be created using the Stride Academy program. Students will also have assessments and practice provided through the Acellus program. These assessments will provide students with test-taking practice as well as improving overall reading skills.	Academic Support Program, Technology	08/06/2018	05/29/2019	\$0	No Funding Required	Classroom teachers, media specialist, and reading specialist.

Goal 2: Engage and Empower the Learner Through the Integration of Technology in the Classroom.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in using technology to reinforce skills in Reading by 05/29/2019 as measured by assessments, observations, and surveys..

Strategy 1:

Use of Technology - Promote innovation through the availability of technological tools to transition our school toward having a student body that is able to successfully use devices to participate in assessments and increase learning.

Category: Develop/Implement Learning Supports

Research Cited: Combining the use of technology with face to face teacher time increases learning. (Cheung and Slavin, 2011)

Activity - Increase Use of Technology in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of technological tools to provide instruction in the classroom for all academic areas. HoverCam Pilots with CenterStages, smartboards, projectors, screens, and other tools will be utilized. Students will use iPads, computers, and chromebooks to complete classroom assignments and tests. They will also use these tools to participate in formal testing.	Technology	08/06/2018	05/29/2019	\$2500	Title I Part A	Technology Coordinator, Technology Support Services, classroom teachers, and media specialist.

Activity - Professional Development for the Integration of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Teachers will attend and/or receive professional training to improve their efficacy in integrating technology into their classroom activities.	Professional Learning	08/06/2018	05/29/2019	\$466	Title I Part A	Principal, media specialist, reading specialist, and classroom teachers.
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Goal 3: Students in kindergarten through eighth grade will demonstrate measurable progress in the area of math during the 2018-2019 school year.

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency - in Mathematics by 05/29/2019 as measured by the Scantron Performance Series Assessment, the STAR Math assessment, and classroom assessments..

Strategy 1:

Strategic Instruction - Teachers will utilize strategic teaching methods daily in the classroom and will provide differentiated instruction through small group activities and centers. The math instruction is provided using Engage New York, GoMath, and Glencoe materials. Additionally, teachers will continue to use Stride Academy and Acellus for math instruction. Professional development activities will be provided to increase the teachers' ability to differentiate instruction in order to meet the needs of all students.

Category: Develop/Implement Learning Supports

Research Cited: "Principles of Instruction", Barak Rosenshine, American Educator, Spring 2012

Activity - Implementation of Strategic Teaching/Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use Engage New York, GoMath, and Glencoe to provide core math instruction to students. For Engage New York, teachers are responsible for copying all needed materials for the program in order to effectively teach the math. In the classroom, teachers will maintain an updated math agenda board which will keep the lessons focused. For Tier II and Tier III instruction, teachers will use centers which will include worksheets and teacher-made activities. The tiered instruction will also include the use of HoverCam Pilots with CenterStages, projectors, screens, smartboards, iPads, Chromebooks, and computers. Students will use Stride Academy and Acellus on the computers and iPads, as well as other websites and applications assigned by their teachers.	Academic Support Program	08/06/2018	05/29/2019	\$2965	Title I Part A	Classroom teachers and media specialist

Goal 4: English Language Learners at Lyeffion Junior High School will demonstrate an increase in proficiency in reading and math.

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/29/2019 as measured by monitoring the results of formative and summative assessments.

Strategy 1:

Increase Student Learning Through Strategic Teaching - All EL students will receive instruction that is delivered using strategic teaching methods. Differentiated instruction will be provided using research based reading and math programs and will be planned using data collected from assessment results.

Category: Develop/Implement Learning Supports

Research Cited: "Effective Instruction for English Learners". Calderon, Slavin, and Sanchez, The Future of Children, Spring 2011

Activity - Implementation of Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategic lessons will be utilized in the classroom to assist EL students in being successful. This will include the use of the Reading Street, Engage New York, and Go Math programs. Students will use iPads, kindles, and computers for the practice and assessment of skills on the Stride Academy and Acellus programs.	Academic Support Program	08/06/2018	05/29/2019	\$0	No Funding Required	Classroom teachers, media specialist, and reading specialist.

Strategy 2:

Professional Development - The reading specialist will participate in professional development activities to increase knowledge of WIDA standards and instruction for EL students.

Category: Develop/Implement Professional Learning and Support

Research Cited: WIDA Standards

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading specialist will have the opportunity to attend the SAMUEL Training and will do turnaround instruction at the school.	Professional Learning	08/06/2018	05/29/2019	\$250	Title I Part A	Principal, reading specialist

Goal 5: Implement an effective Parent Engagement Plan at Lyeffion Junior High School (K-8).**Measurable Objective 1:**

collaborate to involve all Stakeholders to show improvement in overall parent engagement by 05/29/2019 as measured by parent involvement and participation in planned school activities.

Strategy 1:

Parental Involvement - Involve all of the staff at Lyeffion Junior High School with the implementation of the parental engagement plan.

Category: Develop/Implement Learning Supports

Research Cited: Research indicates that there is a direct correlation between active parental involvement and student success (Popkin, 2012).

Activity - Implement parental engagement plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will: send weekly graded paper folders, send monthly newsletters to parents, and will increase the use of the school's website for communication purposes. All classroom teachers will regularly use the Remind Application to communicate with parents.	Parent Involvement	08/06/2018	05/29/2019	\$848	Title I Part A	All Staff

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
Implementation of Strategic Teaching	Strategic lessons will be utilized in the classroom to assist EL students in being successful. This will include the use of the Reading Street, Engage New York, and Go Math programs. Students will use iPads, kindles, and computers for the practice and assessment of skills on the Stride Academy and Acellus programs.	Academic Support Program	08/06/2018	05/29/2019	\$0	Classroom teachers, media specialist, and reading specialist.
Assessment Practice	Instruction will be provided for targeted reading skills and classroom assessments will be created using the Stride Academy program. Students will also have assessments and practice provided through the Acellus program. These assessments will provide students with test-taking practice as well as improving overall reading skills.	Academic Support Program, Technology	08/06/2018	05/29/2019	\$0	Classroom teachers, media specialist, and reading specialist.
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SAMUEL Training	The reading specialist will have the opportunity to attend the SAMUEL Training and will do turnaround instruction at the school.	Professional Learning	08/06/2018	05/29/2019	\$250	Principal, reading specialist
Professional Development for the Integration of Technology	Teachers will attend and/or receive professional training to improve their efficacy in integrating technology into their classroom activities.	Professional Learning	08/06/2018	05/29/2019	\$466	Principal, media specialist, reading specialist, and classroom teachers.
Increase Use of Technology in the Classroom	Teachers will use a variety of technological tools to provide instruction in the classroom for all academic areas. HoverCam Pilots with CenterStages, smartboards, projectors, screens, and other tools will be utilized. Students will use iPads, computers, and chromebooks to complete classroom assignments and tests. They will also use these tools to participate in formal testing.	Technology	08/06/2018	05/29/2019	\$2500	Technology Coordinator, Technology Support Services, classroom teachers, and media specialist.

ACIP

Lyeffion Jr. High School

Implementation of Strategic Teaching/Differentiated Instruction	Classroom teachers will use Engage New York, GoMath, and Glencoe to provide core math instruction to students. For Engage New York, teachers are responsible for copying all needed materials for the program in order to effectively teach the math. In the classroom, teachers will maintain an updated math agenda board which will keep the lessons focused. For Tier II and Tier III instruction, teachers will use centers which will include worksheets and teacher-made activities. The tiered instruction will also include the use of HoverCam Pilots with CenterStages, projectors, screens, smartboards, iPads, Chromebooks, and computers. Students will use Stride Academy and Acellus on the computers and iPads, as well as other websites and applications assigned by their teachers.	Academic Support Program	08/06/2018	05/29/2019	\$2965	Classroom teachers and media specialist
Implement parental engagement plan	The school will: send weekly graded paper folders, send monthly newsletters to parents, and will increase the use of the school's website for communication purposes. All classroom teachers will regularly use the Remind Application to communicate with parents.	Parent Involvement	08/06/2018	05/29/2019	\$848	All Staff
Review Reading Skills	Students will use iPads and computers to complete reading assignments which are aligned with current classroom instruction using the Stride Academy Program. Teachers will also use Acellus, Studies Weekly, and Readworks to provide additional reading support. The tiered instruction activities will involve the use of teacher-made materials which will be utilized in literacy centers. The materials will need to be durable and will need to be laminated. Additionally, the use of the technological devices require regular upgrades/updates for hardware and software. HoverCam Pilots with CenterStages, laptop computers, smartboards, projectors, and screens will also be used for reading instruction.	Academic Support Program, Technology	08/06/2018	05/29/2019	\$2965	Classroom teachers and media specialist.
Total					\$9994	

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	See attached worksheet.	Stakeholder Feedback Worksheet 2018/2019

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?

The areas in our surveys which reveal the highest level of stakeholder satisfaction are:

Parent Survey - 4.37 - "Our school provides a safe learning environment".

Middle/High School Student Survey - 4.12 - "In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center)".

Elementary Student Survey - 3.0 (On a three point scale) - "In my school my teachers want me to do my best work".

Early Elementary Student Survey - 3.0 (On a three point scale) - "My teacher wants me to learn" and "My teacher wants me to do my best".

Staff Survey - 4.56 - "Our school's leaders support an innovative and collaborative culture" and "Our school's leaders hold all staff members accountable for student learning".

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

A slight upward trend was revealed on the Elementary Survey regarding the school having many places for the students to learn. On this survey, the scores were 2.91 in 2016-2017, 2.94 in 2017-2018, and 3.0 in 2018-2019.

Additionally, there were several items on the Early Elementary survey which received a perfect score, but these also have received perfect or near perfect scores on previous administrations.

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

The results of the Parent Survey are consistent with the findings reported in previous years. Additionally, the Climate and Culture survey was administered and the results of this show similar findings in regard to overall satisfaction with the school. Staff survey results are also consistent with the results from the last three years.

Areas in Need of Improvement

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

The areas with the lowest level of stakeholder satisfaction are as follows:

Parent Survey - 3.69 - "Our school provides excellent support services (e.g., counseling and/or career planning)".

Middle/High School Survey - 2.95 - "In my school, all students are treated with respect".

Elementary Survey - 2.43 (on a three point scale) - "My principal and teachers ask me what I think about school".

Early Elementary Survey - 2.4 - (on a three point scale) - "My family likes to come to my school".

Staff Survey - 3.94 - "Our school provides sufficient material resources to meet student needs".

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

A comparison of the Middle/High School surveys from 2017-2018 and 2018-2019 reveals a significant decrease on the item which states, "In my school, all students are treated with respect." Answers on this item dropped from a score of 3.93 last year to a 2.95 this school year.

A comparison of the Staff Surveys indicates that an increasing number of staff disagree with the item which states, "Our school provides sufficient resources to meet student needs". The scores for the past three years are 4.27, 4.07, and 3.94 respectively.

What are the implications for these stakeholder perceptions?

The results from these surveys indicate that some of the middle school students perceive a lack of respect from others at school.

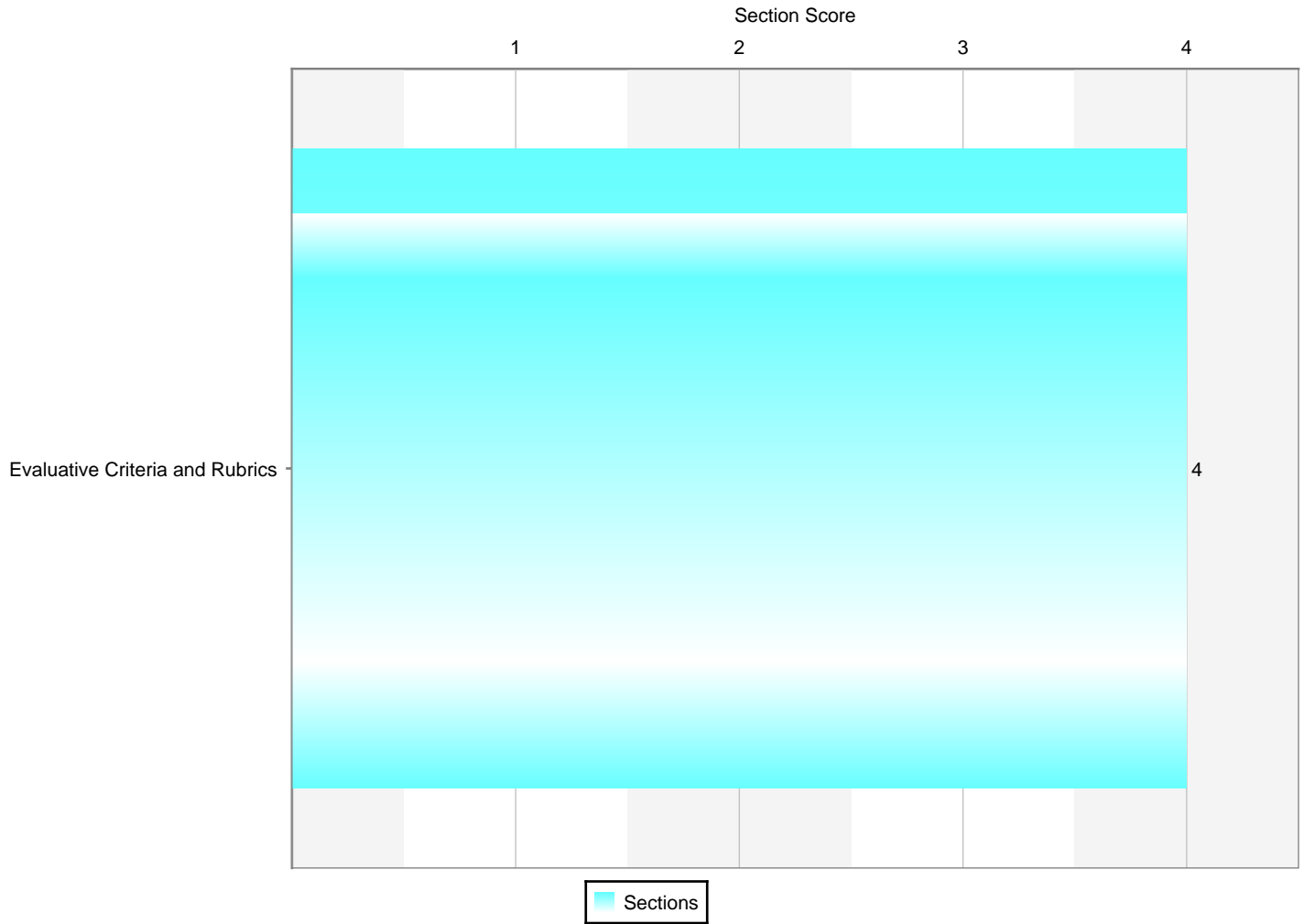
Additionally, results from the Staff Survey indicate that teachers have become somewhat more concerned about having needed materials in the classroom. This concern most likely results from the fact that, although the number of technological devices for student use in the classroom has increased, there are still several classes who do not have enough devices for one to one.

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

The findings from these surveys are consistent with results from the Culture and Climate surveys which were also completed by the students, the Title One surveys completed by the parents, and the needs assessment which was completed by the teachers.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through a series of meetings of the leadership team. These meetings started in August 2018 with a review of the Scantron Performance Series data and the DIBELS Next data from the fall and spring administration of the assessments. The results of these assessments are being used to determine the specific academic needs of the students at Lyeffion Junior High School. Additional data was collected utilizing a variety of surveys and inventories. This included the results of Climate and Culture Survey, which was completed by the students in grades 3-8, the parents, and the teachers. Students and teachers also completed the Inventory Survey. Teachers completed a needs assessment survey and parents completed a survey to help evaluate the parent and family engagement program. The results from the surveys are being used to help determine the needs in the areas of school safety, climate, and parent involvement.

What were the results of the comprehensive needs assessment?

The results from the Spring administration of DIBELS NEXT in May 2018 are as follows: Percent of students who benchmarked- K5- Letter Naming Fluency - 83, Nonsense Word Fluency - 92, 1st Grade - Nonsense Word Fluency - 73, Oral Reading Fluency - 45, 2nd Grade - Oral Reading Fluency - 17, and 3rd Grade - Oral Reading Fluency - 47.

The Scantron Performance Series Assessment was administered to all second through eighth grade students in the Fall, Winter, and Spring of the 2017-2018 school year. The percentages of students who met the Annual Target in reading are as follows: 2nd grade - 42%, 3rd Grade - 26%. 4th Grade - 64%, 5th Grade - 29%, 6th Grade - 53%, 7th Grade - 50%, and 8th Grade - 55%. Also, the following are the percentages of students who met the Annual Target in math: 2nd grade - 42%, 3rd grade - 74%, 4th grade - 29%, 5th grade - 53%, 6th Grade - 53%, 7th Grade - 40% , and 8th Grade - 45%.

The students in grades 3-8 completed the School Climate and Culture Survey, with grades 3-5 completing the elementary survey and grades 6-8 completing the middle/high survey. All of the students expressed an overall satisfaction with the climate and culture at the school. Over 80% of the elementary students describe their teachers as honest, fun, and caring, while more than 65% of the middle school students describe their teachers as fun, caring, and active. Sixty-six percent of elementary students feel happy at school. The middle school students report feeling patient (71%), calm (76%), and relaxed (76%) when working on assignments.

Teachers also completed a Climate and Culture Survey. All of the teachers report having high expectations for their students and most of the teachers reported positive interactions with colleagues. However, only one third of teachers reported feeling happy while at work and approximately two thirds of the teachers reported feeling tense and time pressured.

Parents who completed the Climate and Culture Survey reported that they feel teachers have a positive attitude toward student learning and that they have respectful and supportive interactions with the staff at the school.

Parents also completed the Parent Survey (evaluates the parent and family engagement program). One hundred percent of respondents say that they feel welcome at the school, that the school encourages them to be involved in their child's education, and that they know the school's academic goals and how they can be involved. Thirty-eight percent of parents reported that they are not aware of volunteer work

that they can do at school and thirty-nine percent report not being aware of the school's referral program to community services outside the school.

Teacher completed the LEA Personnel Survey, Title II Part A Needs Assessment. On this survey, 67% of teachers reported a need for additional professional development to address English Learners and 77% would like to have professional development to address economically disadvantaged students. Most of the teachers feel that the current professional development is either effective or somewhat effective.

What conclusions were drawn from the results?

Results from the DIBELS Next indicate that Oral Reading Fluency continues to be an area of concern for the first, second, and third grades. Data from the Scantron Performance Series assessment was reviewed and this revealed that students in fourth and seventh grade made significant gains in the area of reading, while students in third, fifth, sixth, seventh, and eighth grades made significant gains in the area of math. School-wide, 46% of students met their Annual Target in reading and 52% met the Annual Target in math. Although a high number of students made progress, the data indicates that reading and math both continue to be significant areas of need at Lyeffion Junior High School.

Results from the Climate and Culture surveys indicate that students feel that they are expected to learn and they have good relationships with their teachers. The parents report positive interactions between teachers and students and also between the teachers and themselves. The results from the teacher survey indicate high expectations for students and a good rapport with colleagues. Several teachers did report feeling tense and time pressured while at work. This suggests an area of need for the teachers.

Results from the Parent Survey show that parents feel welcome at the school and they feel encouraged to be a part of their child's education. Almost all questions on the survey received positive responses. However, some parents reported not being aware of available volunteer work at the school and also being unaware of the school's referral program to community services. The school needs to address these two items and devise a way to effectively communicate this information to parents.

The Personnel Survey results reveal that teachers feel that continued professional development is needed to address English Learners and economically disadvantaged students.

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

A review of student achievement revealed that some grades had significant gains in the areas of math and reading. However, these areas continue to need to be addressed through the utilization of a variety of methods. Teachers need to continue with the move toward more student-led instruction. Strategic and tiered instruction should be provided daily with regular assessment of progress. Higher-order questioning should be utilized daily. The integration of technology into classroom instruction should continue to be improved upon. Teachers of students in first through third grade need to focus on improving oral reading fluency. Professional development will need to be continued, with a focus on technology integration, differentiated instruction, and providing services to English learners and economically disadvantaged students. Parent involvement and sharing information with parents will also need to continue to be a priority for the school.

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

The school goals of improvement in the areas of reading and math have been addressed using a variety of tools and methods. Strategic lessons are implemented daily to teach the recommended standards to all students. For reading, the Reading Street program is used in grades K-5, while the Holt reading program is implemented in grades 6-8. Teachers also supplement their instruction with online programs such as Readworks. The Eureka mathematics program is used in grades K-5 and Glencoe is used in grades 6-8. Materials for math instruction are also supplemented through the use of online programs. All students in grades three through eight use the Acellus program and students in grades one through eight use Stride Academy. Instructional time is planned intentionally in order to maximize success for all students. Struggling students are identified and provided with tiered and differentiated instruction. School climate and culture will be addressed through the ongoing implementation of the schoolwide PBIS program. Professional development will focus on specific needs, such as technology, differentiated instruction, and the provision of services to English learners and economically disadvantaged students. Increased parental involvement will be a priority, and will be addressed through the Parental Engagement Plan and additional methods of providing information to parents.

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

The goals for Lyeffion Jr High School are written in a simple format and are based on data that has been collected and analyzed carefully. The data is compiled from the results of the DIBELS Next and the Scantron Performance Series Assessments. Additional goals and needs are considered from the results of the Student, Parent, and Staff Surveys.

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

All goals for Lyeffion Jr High School are designed to target every student and are based on every student being able to meet grade level standards. The delivery of instruction is varied in order to meet the needs of all students, including EL, Special Education, and At-Risk students. These students receive tiered and differentiated instruction and are monitored closely to ensure progress. Additionally, strategic instruction is provided to meet the needs of students who are not at risk or even may need enrichment support.

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

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

Goal 1:

Students at Lyeffion Jr. High School in grades Kindergarten - 8 will become proficient in reading skills.

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by increasing formal assessment scores in Reading by 05/29/2019 as measured by DIBELS Next and Scantron Performance Series Assessments.

Strategy1:

Assessment Preparation/Practice - Kindergarten through third grade students will be assessed using DIBELS Next in August, January, and May of this school year. Students in grades second through eighth will take the Scantron Performance Series assessment in reading at the beginning, middle, and at the end of the school year. Teachers will provide online assessment practice for the students using the Stride Academy and Acellus programs. The students will use iPads, chromebooks, and computers to participate in the practice and the assessments.

Category: Develop/Implement Learning Supports

Research Cited: US Department of Education, 2007

Activity - Assessment Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be provided for targeted reading skills and classroom assessments will be created using the Stride Academy program. Students will also have assessments and practice provided through the Acellus program. These assessments will provide students with test-taking practice as well as improving overall reading skills.	Academic Support Program Technology	08/06/2018	05/29/2019	\$0 - No Funding Required	Classroom teachers, media specialist, and reading specialist.

Strategy2:

Small Group Intervention - Teachers in grades kindergarten through eighth grade will continue to implement strategic teaching methods daily in the classroom. Students in kindergarten and first grade will use a variety of learning applications on the iPads or computers. Second through eighth grade will utilize Stride Academy and Acellus on electronic devices to enhance reading skills. The programs will be used at least twice weekly during Tier 2 and Tier 3 instructional time. Intervention time will also focus on special education, intensive, and EL students. All classroom instruction is designed with the goal of students being able to master grade level standards and being prepared to be successful in the next grade.

Category: Develop/Implement Learning Supports

Research Cited: Stride Academy, Acellus

Activity - Review Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students will use iPads and computers to complete reading assignments which are aligned with current classroom instruction using the Stride Academy Program. Teachers will also use Acellus, Studies Weekly, and Readworks to provide additional reading support. The tiered instruction activities will involve the use of teacher-made materials which will be utilized in literacy centers. The materials will need to be durable and will need to be laminated. Additionally, the use of the technological devices require regular upgrades/updates for hardware and software. HoverCam Pilots with CenterStages, laptop computers, smartboards, projectors, and screens will also be used for reading instruction.</p>	<p>Technology Academic Support Program</p>	<p>08/06/2018</p>	<p>05/29/2019</p>	<p>\$2965 - Title I Part A</p>	<p>Classroom teachers and media specialist.</p>

Goal 2:

Students in kindergarten through eighth grade will demonstrate measurable progress in the area of math during the 2018-2019 school year.

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency - in Mathematics by 05/29/2019 as measured by the Scantron Performance Series Assessment, the STAR Math assessment, and classroom assessments..

Strategy1:

Strategic Instruction - Teachers will utilize strategic teaching methods daily in the classroom and will provide differentiated instruction through small group activities and centers. The math instruction is provided using Engage New York, GoMath, and Glencoe materials. Additionally, teachers will continue to use Stride Academy and Acellus for math instruction. Professional development activities will be provided to increase the teachers' ability to differentiate instruction in order to meet the needs of all students.

Category: Develop/Implement Learning Supports

Research Cited: "Principles of Instruction", Barak Rosenshine, American Educator, Spring 2012

Activity - Implementation of Strategic Teaching/Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use Engage New York, GoMath, and Glencoe to provide core math instruction to students. For Engage New York, teachers are responsible for copying all needed materials for the program in order to effectively teach the math. In the classroom, teachers will maintain an updated math agenda board which will keep the lessons focused. For Tier II and Tier III instruction, teachers will use centers which will include worksheets and teacher-made activities. The tiered instruction will also include the use of HoverCam Pilots with CenterStages, projectors, screens, smartboards, iPads, Chromebooks, and computers. Students will use Stride Academy and Acellus on the computers and iPads, as well as other websites and applications assigned by their teachers.	Academic Support Program	08/06/2018	05/29/2019	\$2965 - Title I Part A	Classroom teachers and media specialist

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

Goal 1:

Engage and Empower the Learner Through the Integration of Technology in the Classroom.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in using technology to reinforce skills in Reading by 05/29/2019 as measured by assessments, observations, and surveys..

Strategy1:

Use of Technology - Promote innovation through the availability of technological tools to transition our school toward having a student body that is able to successfully use devices to participate in assessments and increase learning.

Category: Develop/Implement Learning Supports

Research Cited: Combining the use of technology with face to face teacher time increases learning. (Cheung and Slavin, 2011)

Activity - Increase Use of Technology in the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of technological tools to provide instruction in the classroom for all academic areas. HoverCam Pilots with CenterStages, smartboards, projectors, screens, and other tools will be utilized. Students will use iPads, computers, and chromebooks to complete classroom assignments and tests. They will also use these tools to participate in formal testing.	Technology	08/06/2018	05/29/2019	\$2500 - Title I Part A	Technology Coordinator, Technology Support Services, classroom teachers, and media specialist.

ACIP

Lyeffion Jr. High School

Activity - Professional Development for the Integration of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend and/or receive professional training to improve their efficacy in integrating technology into their classroom activities.	Professional Learning	08/06/2018	05/29/2019	\$466 - Title I Part A	Principal, media specialist, reading specialist, and classroom teachers.

Goal 2:

Implement an effective Parent Engagement Plan at Lyeffion Junior High School (K-8).

Measurable Objective 1:

collaborate to involve all Stakeholders to show improvement in overall parent engagement by 05/29/2019 as measured by parent involvement and participation in planned school activities.

Strategy1:

Parental Involvement - Involve all of the staff at Lyeffion Junior High School with the implementation of the parental engagement plan.

Category: Develop/Implement Learning Supports

Research Cited: Research indicates that there is a direct correlation between active parental involvement and student success (Popkin, 2012).

Activity - Implement parental engagement plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will: send weekly graded paper folders, send monthly newsletters to parents, and will increase the use of the school's website for communication purposes. All classroom teachers will regularly use the Remind Application to communicate with parents.	Parent Involvement	08/06/2018	05/29/2019	\$848 - Title I Part A	All Staff

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

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

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

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

Goal 1:

Students at Lyeffion Jr. High School in grades Kindergarten - 8 will become proficient in reading skills.

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by increasing formal assessment scores in Reading by 05/29/2019 as measured by DIBELS Next and Scantron Performance Series Assessments.

Strategy1:

Small Group Intervention - Teachers in grades kindergarten through eighth grade will continue to implement strategic teaching methods daily in the classroom. Students in kindergarten and first grade will use a variety of learning applications on the iPads or computers. Second through eighth grade will utilize Stride Academy and Acellus on electronic devices to enhance reading skills. The programs will be used at least twice weekly during Tier 2 and Tier 3 instructional time. Intervention time will also focus on special education, intensive, and EL students. All classroom instruction is designed with the goal of students being able to master grade level standards and being prepared to be successful in the next grade.

Category: Develop/Implement Learning Supports

Research Cited: Stride Academy, Acellus

Activity - Review Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use iPads and computers to complete reading assignments which are aligned with current classroom instruction using the Stride Academy Program. Teachers will also use Acellus, Studies Weekly, and Readworks to provide additional reading support. The tiered instruction activities will involve the use of teacher-made materials which will be utilized in literacy centers. The materials will need to be durable and will need to be laminated. Additionally, the use of the technological devices require regular upgrades/updates for hardware and software. HoverCam Pilots with CenterStages, laptop computers, smartboards, projectors, and screens will also be used for reading instruction.	Technology Academic Support Program	08/06/2018	05/29/2019	\$2965 - Title I Part A	Classroom teachers and media specialist.

Goal 2:

English Language Learners at Lyeffion Junior High School will demonstrate an increase in proficiency in reading and math.

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/29/2019 as measured by monitoring the results of formative and summative assessments.

Strategy1:

Increase Student Learning Through Strategic Teaching - All EL students will receive instruction that is delivered using strategic teaching
SY 2018-2019

methods. Differentiated instruction will be provided using research based reading and math programs and will be planned using data collected from assessment results.

Category: Develop/Implement Learning Supports

Research Cited: "Effective Instruction for English Learners". Calderon, Slavin, and Sanchez, The Future of Children, Spring 2011

Activity - Implementation of Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategic lessons will be utilized in the classroom to assist EL students in being successful. This will include the use of the Reading Street, Engage New York, and Go Math programs. Students will use iPads, kindles, and computers for the practice and assessment of skills on the Stride Academy and Acellus programs.	Academic Support Program	08/06/2018	05/29/2019	\$0 - No Funding Required	Classroom teachers, media specialist, and reading specialist.

Strategy2:

Professional Development - The reading specialist will participate in professional development activities to increase knowledge of WIDA standards and instruction for EL students.

Category: Develop/Implement Professional Learning and Support

Research Cited: WIDA Standards

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading specialist will have the opportunity to attend the SAMUEL Training and will do turnaround instruction at the school.	Professional Learning	08/06/2018	05/29/2019	\$250 - Title I Part A	Principal, reading specialist

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

Goal 1:

English Language Learners at Lyeffion Junior High School will demonstrate an increase in proficiency in reading and math.

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/29/2019 as measured by monitoring the results of formative and summative assessments.

Strategy1:

Increase Student Learning Through Strategic Teaching - All EL students will receive instruction that is delivered using strategic teaching methods. Differentiated instruction will be provided using research based reading and math programs and will be planned using data collected from assessment results.

Category: Develop/Implement Learning Supports

Research Cited: "Effective Instruction for English Learners". Calderon, Slavin, and Sanchez, The Future of Children, Spring 2011

Activity - Implementation of Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategic lessons will be utilized in the classroom to assist EL students in being successful. This will include the use of the Reading Street, Engage New York, and Go Math programs. Students will use iPads, kindles, and computers for the practice and assessment of skills on the Stride Academy and Acellus programs.	Academic Support Program	08/06/2018	05/29/2019	\$0 - No Funding Required	Classroom teachers, media specialist, and reading specialist.

Strategy2:

Professional Development - The reading specialist will participate in professional development activities to increase knowledge of WIDA standards and instruction for EL students.

Category: Develop/Implement Professional Learning and Support

Research Cited: WIDA Standards

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading specialist will have the opportunity to attend the SAMUEL Training and will do turnaround instruction at the school.	Professional Learning	08/06/2018	05/29/2019	\$250 - Title I Part A	Principal, reading specialist

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

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

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

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	No	Lyeffion School currently has one teacher who does not have certification and one teacher who is certified but is teaching out of field. The teacher who does not have certification is currently seeking an emergency teaching certificate for the 2018/2019 school year. The teacher who is certified and teaching out of field is preparing to take the Praxis Test in the subject area to gain the appropriate certification.	

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

The principal at Lyeffion Jr. High School makes every effort to attract teachers by making the school a positive teaching environment. Positive relationships and mutual respect between principal and staff help to achieve this goal. The principal keeps an open door policy and is available to listen and respond to staff concerns. Teachers are always encouraged to participate in activities which will enhance their teaching abilities and skills. Curriculum and Instruction staff and the school reading specialist have helped teachers throughout the system by providing the teachers with updated curriculum frameworks which were designed using feedback from the teachers. The teachers have also been provided with a uniform lesson plan guide, ideas to help with strategic teaching, and materials which assist in the teaching process. The superintendent, principal, and county coaches have worked together to attract highly qualified teachers to Lyeffion Jr. High School. All of this aids in addressing the academic needs which have been identified through the analysis of current data.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**What is the school's teacher turnover rate for this school year?**

For the 2018-2019 school year, Lyeffion Jr. High School has four new classroom teachers. Our staff consists of a principal and 10 full time teachers. The math, science, and language arts teachers for the seventh, eighth, and ninth grade work at other Conecuh County Schools. The reading coach, school counselor, and library media specialist each work at two schools. The band director and gifted teacher provide services at Lyeffion school. Currently these positions are known as itinerant positions. For the current year, the school also has an Assistant Principal who also teaches social studies for the seventh, eighth, and ninth grades.

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

Currently, ten members of the staff have more than ten years of experience, while eight staff members have less than ten years.

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

The principal at Lyeffion Jr. High School tries to attract teachers by making sure the school has a positive teaching environment. The principal is very supportive of all the staff at the school. Every effort is made to ensure that teachers have quality teaching materials and items needed in their classrooms, which includes updated technology. The principal often gives incentives at meetings to reward teachers for special successes. Although the formal mentoring program is not being utilized during this school year, staff has been assigned to provide assistance to new teachers. Experienced teachers are always available to answer questions or direct new teachers to someone who can provide the assistance that they need.

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

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

Members of the Curriculum and Instruction team collect data to help plan for district-wide professional development activities as well as training which is provided at the school level. The members of the Curriculum and Instruction team review assessment results and also the needs assessment surveys which are completed by all teachers. At the school level, administrators and teachers collaborate to determine areas of need and plan for professional development in the targeted areas.

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

Throughout the school year, teachers, principals, and paraprofessionals are provided with training on assigned professional development days. These include workshops which relate to specific academic areas, integration of new technology in the classroom, as well as other areas which require updated training. One example of this would be the Rti training which was provided at the beginning of this school year. Teachers also receive job embedded training throughout the school year in the areas of differentiated instruction, strategic teaching, and emerging technology.

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

The reading specialist and instructional coaches will provide job-embedded coaching to assist new teachers as well as seasoned teachers in order to improve instruction. Although a formal mentoring program is not being utilized for the 2018-2019 school year, experienced teachers have been assigned to provide ongoing assistance to new teachers. This will include assistance with teaching strategies as well as helping to answer questions about the daily process of teaching.

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

Job-embedded professional development is provided by system level curriculum and instructional coaches along with the reading specialist. The coaches and specialist work with teachers on an on-going basis to ensure success. Professional development takes place during the summer, on teacher in-service days at the beginning of school, professional development days, teachers' planning times, and during faculty meetings. Walk-throughs are performed at the school and district level to evaluate the implementation of the practices learned during the professional development.

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

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

Goal 1:

Students at Lyeffion Jr. High School in grades Kindergarten - 8 will become proficient in reading skills.

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by increasing formal assessment scores in Reading by 05/29/2019 as measured by DIBELS Next and Scantron Performance Series Assessments.

Strategy1:

Small Group Intervention - Teachers in grades kindergarten through eighth grade will continue to implement strategic teaching methods daily in the classroom. Students in kindergarten and first grade will use a variety of learning applications on the iPads or computers. Second through eighth grade will utilize Stride Academy and Acellus on electronic devices to enhance reading skills. The programs will be used at least twice weekly during Tier 2 and Tier 3 instructional time. Intervention time will also focus on special education, intensive, and EL students. All classroom instruction is designed with the goal of students being able to master grade level standards and being prepared to be successful in the next grade.

Category: Develop/Implement Learning Supports

Research Cited: Stride Academy, Acellus

Activity - Review Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use iPads and computers to complete reading assignments which are aligned with current classroom instruction using the Stride Academy Program. Teachers will also use Acellus, Studies Weekly, and Readworks to provide additional reading support. The tiered instruction activities will involve the use of teacher-made materials which will be utilized in literacy centers. The materials will need to be durable and will need to be laminated. Additionally, the use of the technological devices require regular upgrades/updates for hardware and software. HoverCam Pilots with CenterStages, laptop computers, smartboards, projectors, and screens will also be used for reading instruction.	Academic Support Program Technology	08/06/2018	05/29/2019	\$2965 - Title I Part A	Classroom teachers and media specialist.

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

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

The principal and reading coach will have faculty meetings throughout the school year to discuss student data. During these meetings, teachers are given the opportunity to give feedback on the decisions regarding assessment results. Teachers are given flexibility in regard to planning and implementing instruction based on student data. Teachers communicate with principals, reading coach, and other teachers regularly throughout the school year to share strategies and ideas to ensure that appropriate instruction is being provided to students.

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

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

Students who are experiencing difficulties with mastering academic standards are identified through an ongoing process of the collection and review of data. State assessment results are utilized to identify students who are struggling in the areas of reading and math. DIBELS Next results and progress monitoring help identify students in kindergarten through third grade who are having difficulty with reading. Additionally, results of classroom assessments, work samples, and grades are used to identify students with academic weaknesses.

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

At the beginning of the school year, assessment results are reviewed to determine which students are having academic difficulties. This is used to help teachers plan for and provide tiered instruction on a daily basis. Teachers have a wide array of programs on hand to help with the provision of differentiated instruction in the classroom. These include Acellus, Stride Academy, and Renaissance Learning. These online programs provide immediate results which can be utilized to quickly identify and address student needs. The Dyslexia Screening is being utilized to identify students who can benefit from additional reading instruction. The Spire/iSpire program is being implemented for the 2018/2019 school year. Intervention services are scheduled for students with more significant reading and/or math weaknesses.

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.

The school has several programs in place to support students beyond the regular school day. Homework folders are sent home daily in the early grades and graded paper folders are sent home weekly with older students. These folders provide a method for all parents to be able to know what topics are being covered in class as well as how their child is progressing. Teachers also use the folders to send extra sheets for practice at home. All classroom teachers are utilizing the Remind program to communicate with parents. This program provides a way to send and receive messages and also to keep parents aware of upcoming assignments and tests.

Online programs are also available to students at home. These include Stride Academy and Acellus, which are able to be accessed using almost any device. These programs are used regularly at school and therefore provide a continuation of learning for the student at home. The assignments which are provided to students in Stride Academy are automatically differentiated to help meet student needs. With Acellus, teachers can easily monitor student progress and make assignments for individual students.

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.

Although Lyeffion School does not have students in each of the above mentioned groups, we currently have English Language Learners, Special Education students, and we have a large percentage of students who fall into the category of Economically Disadvantaged.

Many school-wide measures are in place to assist students with their specific needs. Because Lyeffion is a community school, teachers are very aware of the needs of their students. Teachers use assessment data as a starting point to design and implement effective instruction to students who have specific needs. Copies of IEPs for Special Education students are available to all teachers of the students. The IEPs equip teachers with precise information which helps them plan instruction. For students who are Economically Disadvantaged, teachers make sure that the students have the needed supplies and materials at school. Teachers currently have access to a variety of programs which help to provide students with differentiated and individualized instruction. This includes Stride Academy and Acellus, both of which make it much easier to monitor student progress and to assign individualized lessons for each student. Students from these groups also are provided with access to all of the programs which are available at the school.

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.

Every effort is made at Lyeffion Junior High School to provide each student with instruction that meets their needs and will help them to succeed and move forward. All students are monitored on a regular basis through the use of formal and informal assessments. Students who are identified as having difficulties are provided with tiered instruction in the classroom. Strategic teaching and differentiated instruction are utilized daily. If these things are not successful, students can be referred for additional assistance. For most students, the next step will be a referral to the PST team. The team will meet (including the parent) and design a response to instruction plan for the student. When a student continues to experience significant difficulty, he or she can be referred for a possible evaluation for special education services. If a student is identified as having a disability, they will then have an Individualized Education Plan which is designed to help meet their specific needs.

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

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

Technology funds are used to purchase items such as Ipads, document readers, laptops and projectors to improve instruction. Title One money supplements regular programs, technology, and professional development. For the 2018-2019 school year, the school has purchased/leased 10 HoverCam Pilot Digital Podiums along with center stages..

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

The school counselor oversees and provides instruction in character education and programs to help prevent bullying. Individual counseling is provided to students when needed.

The Department of Human Resources and Southwest Alabama Department of Mental Health come to the school to provide services to students.

The school's Child Nutrition Program provides a healthy breakfast and lunch daily throughout the school year.

Conecuh County Extension Office provides 4-H activities and nutrition education.

Lyeffion Junior High School has an on-site pre-K class.

The Head Start program located in Evergreen, Alabama provides preschool education.

Reid State Technical College in Evergreen provides adult education and also works in conjunction with Hillcrest High School to provide career and technical education programs.

The Alabama Continuous Improvement Plan is reviewed and revised yearly.

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

The school uses a variety of resources to evaluate the implementation of the school-wide program. To evaluate academic goals, results from DIBELS Next and Scantron Performance Series are reviewed. Additionally, academic achievement is reviewed on an ongoing basis through the use of DIBELS Progress Monitoring, student grades, and teacher observation. Parental Engagement is monitored through records of participation in school activities and functions. This progress is discussed regularly at faculty/data meetings.

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?

All assessment data is reviewed at the beginning of the school year. A comparison is done with the previous year's test results to help determine areas of improvement and areas which will need to be addressed.

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 assessment results of at-risk students are carefully reviewed to ensure that these students are demonstrating academic gains. The programs and processes that are in place to assist struggling students are also monitored for effectiveness.

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?

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

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	8.69

Provide the number of classroom teachers.

12.33

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	535069.0

Total

535,069.00

Administrator Units

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

Provide the number of administrators.

1.0

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

Total

73,595.00

Assistant Principal

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

Provide the number of Assistant Principals.

0.0

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

Total

0.00

Counselor

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

Provide the number of Counselors.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	28088.5

Total

28,088.50

Librarian

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

Provide the number of Librarians.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	29904.0

Total

29,904.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	3207.0

Total

3,207.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	962.0

Total

962.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	5731.0

Total

5,731.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1028.0

Total

1,028.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	61149.54

Provide a brief explanation and breakdown of expenses.

Salary/Benefits/Teacher/Aides - 43279.23
Title One Teacher Substitutes - 500.00
Title One Teacher Instructional Allocation - 375.25
Parent and Family Engagement - 848.50
Instructional Classroom Materials and Supplies - 3646.56
Hover Cams - 7000.00
Non-Capitalized Computer/Instruction - 3000.00
Classroom Equipment - 2000.00
Travel and Training/Professional Development - 500.00

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	

Provide a brief explanation and breakdown of expenses.

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Our Title I yearly school meeting was held on August 2, 2018. Information was provided to parents at this meeting regarding the following:

What does it mean to be a Title I school?

What is the 1% set-aside for parental involvement?

What is the LEA Title I Plan?

What is the LEA Parental Involvement Plan?

What is the ACIP?

What is the School-Parent Compact? How do I request the qualifications of my child's teacher(s)?

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

Open House is held at the beginning of each school year and PTO meetings are held following the end of each nine weeks. These meetings are extended to later in the day to allow working parents the opportunity to attend. Parents are encouraged to utilize these meetings to either meet with their children's teachers or to schedule appointments if needed. Additionally, there are Title I Meetings, Parent Involvement Meetings, and monthly county board meetings. Parents are encouraged to call the school and make an appointment with the principal, teacher, or the instructional coach to address specific needs. At all meetings hosted by the school, parents are made to feel comfortable with bringing their children and do not require child care in order to be able to attend. Parents are encouraged to express their opinions and concerns regarding programs at the school. They are also able to complete the Parent Survey yearly. The School Messenger is used to call parents to inform the parents about meetings, important dates, events, and the Hippy Program. Funds allocated for parental involvement are used to purchase the color coded folders which are used for the weekly graded papers and other school-to-home and home-to-school communication. However, additional funds are needed to help pay for the monthly newsletters and planned academic parent nights.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

A parental involvement evaluation is sent home to all parents in the spring of the year. The school hosts programs and activities for the involvement of parents. Parents are involved in the decisions about how the parental involvement money is spent. Parents are full partners in their child's education and are included, as appropriate, in decision making and on committees. Through School Messenger parents are contacted by a telephone call about upcoming events and important information. Parents of K5 students are given information on the HIPPY SY 2018-2019

program and given the opportunity to participate in HIPPY. Parents are involved in the review of the Parent Compact.

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

The parent compact was developed by the principal, teachers, and parents. This compact was designed to ensure accountability for all stakeholders. In order to establish and maintain a successful educational program at Lyeffion Junior High School, teachers, students, and parents must cooperate and communicate. Teachers cannot successfully educate students without the assistance of parents and a favorable home environment. Students, parents, guardians, and teachers have the opportunity to become involved and commit to excellence. All stakeholders sign the parent compact indicating that they will share responsibility for student achievement. It also indicates that the school and parents will develop a partnership to help students achieve or exceed proficiency on the state's academic content standards. Graded papers go home weekly in a color coded graded paper folder, which provides for ongoing and regular communication between the parents and the school. Parents are given the opportunity to make comments and suggestions on the graded paper sheet which is included in the folder. The school-parent compact is reviewed and updated for each new school year.

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

We have an Open Door Policy for parents at Lyeffion. Parents are encouraged to give suggestions for school improvement for our ACIP at PTO meetings, Title I Meetings, parent-teacher meetings, and RTI meetings. A copy of the plan is available for parents to view in the office and the school library. Parents have the opportunity to make comments on progress reports and report cards. Also, the parents evaluate annually (through surveys) school programs and procedures and are able to use the survey to express their opinions confidentially.

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

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

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

In order to help parents to understand the content standards and academic standards, all parents are invited to the Title I Meeting. Our

teachers realize the importance of parental involvement and are willing to do what is necessary to foster this involvement. Teachers and parents work to help Lyeffion Junior High School students reach their full potential. Parents monitor their children's progress through progress reports, weekly graded papers, report cards, and parent teacher conferences. Parents are also able to access student progress reports through the INOW parent portal. Implementation of the Remind Application has added another method for improving parental involvement.

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

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

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

Lyeffion Junior High School has developed a Parent Involvement Plan which is updated each year. Copies of the plan are given to parents at the yearly Title One meeting. This plan has been specifically designed to help increase parent involvement in the student's education. Some of the strategies to be used will be the weekly graded paper folders, the monthly newsletter, and an increased effort to utilize the school website to share information with the parents and community. Implementation of the Remind Application has also been added as an additional method of increasing parental involvement. All staff at Lyeffion school have an understanding of the importance of parental involvement in the student's education. The staff is courteous to parents and works hard to address and resolve parental concerns.

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

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

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

Parents are welcome to come to the school and read the school parent involvement plan. The plan is shared with all parents at PTO and Title I meetings. A copy of the plan is in the office and library. The principal and teachers are trying to involve parents by getting more parents to attend Open House and PTO meetings. The counselor uses School Messenger to call parents and inform them of upcoming assessments, activities, and programs that are being scheduled at Lyeffion.

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

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

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

A wide variety of methods of communication are being used at Lyeffion school. This includes teacher notes and phone calls, the monthly newsletter, Remind app, and the School Messenger, which is used regularly. Many of the forms which parents are required to complete are now being sent home in both English and Spanish. Every effort is made to ensure that all parents receive the same information and that this information is understood by the parents.

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

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

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

A number of parents have expressed concern in regard to having difficulty with helping their children at home with assignments, especially in the area of math. The leadership team is planning to implement a monthly academic night for various subjects and grade levels. These activities will give parents an additional opportunity to express their needs to teachers and staff as well as helping them to be more able to assist their children at home.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Lyeffion Jr. High School hosts an Open House and Title I Meeting at the beginning of the year. Following this, PTO meetings are held after report go out at the end of each nine weeks. During these meetings and conferences with parents and other stakeholder groups, assessment results are explained by principals and teachers in general terms that parents can understand. Parents are encouraged to ask questions. Item analysis information is sent to the parents weekly to help parents become aware of weaknesses in the student's learning. On the Conecuh County School System's website, Lyeffion Jr. High School has an individual site with information. Conecuh County has a grading policy that parents can read and understand. Copies of Lyeffion's School-Parent Compact and Parental Involvement Plan are provided to parents. Report cards and progress reports are sent out in a timely manner. Data meetings, RTI meetings, and IEP meetings are held. Parents are invited to attend all meetings that concern their children. State reports are reviewed with parents at the beginning of the school year. Parents are able to maintain awareness of their child's academic status and are notified if their child is having difficulty. Several EL students have enrolled at Lyeffion, and we will use Conecuh County Board of Education's written plan (EL or IELP) to help guide services provided to these students.

