



## **ACIP**

# Lyeffion Jr. High School Conecuh County School System

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# **Executive Summary**

## Introduction

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

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

## Description of the School

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

Evergreen is the county seat and the economic center of Conecuh County. Conecuh County features an Industrial Park as well as an airport facility for small navy planes at Middleton Field located approximately 8 miles west of Evergreen. Lyeffion is a rural community located in Conecuh County in South Alabama and ten miles north of Evergreen with a population of approximately 1,800. Lyeffion is a low socioeconomic area with a student population that includes economically disadvantaged and minority students. Lyeffion Jr. High School began in the 1920's when three small schools consolidated. For the 2014-2015 school term Lyeffion Junior High School has 158 students attending in grades K4-8th grade. Of the 158 students, 108 are black and 48 of the students are white, and 2 of the students are Hispanic. There are 85 males and 73 females. In the 2014-2015 school term 126 students, which is 78% of the students, receive free lunch and 8 students, which is 4% of the students, receive reduced lunch. Student enrollment at Lyeffion decreased from 225 in 2012 to 184 in 2013 and enrollment for the current year has decreased to 158. Lyeffion Jr. High School's average attendance for the past three years has been at least 94% each school term. Many teachers travel from surrounding towns to teach at Lyeffion. Lyeffion has 1 principal, 13 full time teachers, and a part time special education teacher, counselor, band director, speech teacher, nurse, 2 support personnel, and 1 secretary. There are 2 cafeteria personnel, 1 custodian, and 3 bus drivers.

Getting parents involved in the school and their child's education has been a challenge for the school. Another challenge for the school has been students coming from economically disadvantaged backgrounds.

## 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 are the S.T.A.R.S. - Student and Teachers Achieving Remarkable Success

### Mission Statement:

The mission of Lyeffion Jr. 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 enhances students' self-esteem.
- . High expectations increase student performance.
- . Building and maintaining a safe and physically attractive environment enhances student achievement.
- . Home, students, staff, and the community should work together in the education process.

### Goals:

- . The student 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 student will demonstrate the ability to make appropriate decisions and use higher order thinking skills and to solve problems.
- . Students will develop a love for learning and pride in their work, self-discipline, and a regard for the uniqueness of others.
- . The student will develop technology skills and computer literacy appropriate to grade level.

## **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.**

During the 2013-14 school year, 95% of the 5th grade class scored at levels 3 and 4 on the Alabama Science Assessment. On the Stanford Achievement Test the Kindergarten class improved to an overall stanine score of 6 in reading. Additionally the second grade class obtained a stanine score of 6 in both reading and math. The school is striving to achieve the following: In kindergarten, more students need to score stanines 6 and 7 in reading and math. Kindergarten needs to work on the following skills in math: Data statistics and probability and communication and representation. In 1st grade reading more students need to improve in the area of word study skills. In 2nd grade students need to work on data statistics, probability and mathematical connections. Students in grades 3 through 8 will need to exhibit increases from the baseline scores received on the ASPIRE, which was administered for the first time in the Spring of 2014. They also need to show gains in reading, math, and science based on data collected through assessments given at the beginning and ending of the school year. (includes Global Scholar, Stride Academy, and STAR)

## **Additional Information**

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

No additional information.

# **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, 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), district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

All grade-wide assessment results are evaluated annually by the faculty to determine areas of needs or concerns. Data from state assessments and other indicators are used to determine our student's level of academic achievement. Each teacher looks at their grade level scores and how their class compares with the Conecuh County School System scores. During faculty meetings and data meetings, members discuss different techniques that are used for improving ASPIRE, SAT 10, Dibels, Reading and Math Test, Science Assessment, and classroom performance. Teachers attend RTI meetings to brainstorm ways to continually help students with their academic needs. In turn, these ideas are implemented in the classroom. Teachers and staff have intervention groups to help struggling students. Parents feel that they are included in their children's education. They are aware of how important they are in the educational process. Parents feel welcome to contact their child's teacher whenever a problem occurs. We will continue the parent/school relationship by discussions of the ACIP at meetings and welcoming comments and/or participation. Also, PTO and Title I meetings are held to welcome parent participation.

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

Parents are given surveys. Then, a meeting is scheduled for September 4, 2014 at 5:00 P.M. Parents and teachers at the meeting are told about the ACIP plan. Another meeting is scheduled once the plan is completed for parents to review. Approval of the plan goes to the Principal and Superintendent 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, a note will be sent home informing all stakeholders that the documentation will be maintained on site in Lyeffion Jr. High School's office, the school's Media Center, and the school's website. Progress made is communicated to all stakeholders on an annual basis.

# **Stakeholder Feedback Diagnostic**

## **Introduction**

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

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder worksheet 14-15

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

## Areas of Notable Achievement

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

The areas with the highest level of stakeholder satisfaction in our surveys are: Parent survey with a score of 4.42- "All my child's teachers provide an equitable curriculum that meets his/her learning needs." Staff survey with a score of 4.83 - "Our school provides qualified staff members to support student learning". Student survey (middle) with a score of 4.49 - "In my school, the principal and teachers have high expectations of me." Student survey (elementary) with a score of 2.97 - "My teachers tell me how I should behave and do my work." Student survey (early elementary) - with a score of 3.0 - "My teacher wants me to do my best, I learn new things in school, I am safe at school, My school has books for me to read, and My teacher wants me to help all boys and girls."

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

Stakeholder involvement shows a trend toward increasing stakeholder satisfaction. According to the 2008 surveys, only 48% of the stakeholders agreed that the school encourages teacher, parent, and community participation in the decision-making process that promotes a culture of responsibility and ownership. According to the 2014 surveys, 84% of parents agreed that the school communicates effectively about the school's goals and activities and that the school provides opportunities for stakeholders to be involved in the school. Another trend toward increasing stakeholder satisfaction is in the area of Teaching and Assessment for Learning. According to the 2008 survey results, only 67% of the stakeholders agreed that the school supported a curriculum that met the needs of individual students. According to the 2014 survey results, 92% of the parents agreed that teachers provide an equitable curriculum that meets students' learning needs. 86% of the middle school age students agree with the statement that in my school, a high quality education is offered. Also, 100% of the staff agrees that challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.

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

The results of the 2013 Title I Parent Survey are consistent with the findings reported above. According to the Title I Parent Survey, 93% of the parents know their children's academic goals and how they can be involved. 93% of the parents know what their child should know and be able to do in reading and math. 61% of the parents said that they know how to be involved in school planning and review. 93% of the parents said that they were encouraged by the school to become involved in their children's education.

## **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 with a score of 4.03 are - Our school's purpose statement is formally reviewed and revised with involvement from parents and Our school's governing body does not interfere with the operation or leadership of our school. The staff's lowest level of satisfaction was - the school does not provide opportunities for students to participate in activities that interest them with a score of 4.25.

According to the student survey results, (middle) - 2.87 - In my school, students help each other even if they are not friends, (elementary) - 2.39 - My principal and teachers ask me what I think about school, (early elementary) - 2.47 - My family likes to come to my school.

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

According to the 2014 student surveys, only 54% felt that students treated teachers with respect. Also, in 2013 only 32% of students felt that students respect the property of others and only a small increase in 2014 to 41% (middle school). This trend is only found within the student surveys. There was no trend for decreasing stakeholder satisfaction within the staff or parent surveys.

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

The findings from these surveys imply that students feel that their personal belongings are not safe at school. If students are focused on personal violations, they are not focused on their learning. Also, if there is a problem with discipline in the school, students and teachers are not maximizing the time that should be spent on instruction.

Another implication is that parents feel that the school leadership should be allowed to make certain decisions without the interference of the governing board. Many parents see the school as a separate entity and not as part of a whole system. The school needs to communicate with stakeholders in such a way to show them how the school fits together with the remaining schools in the system.

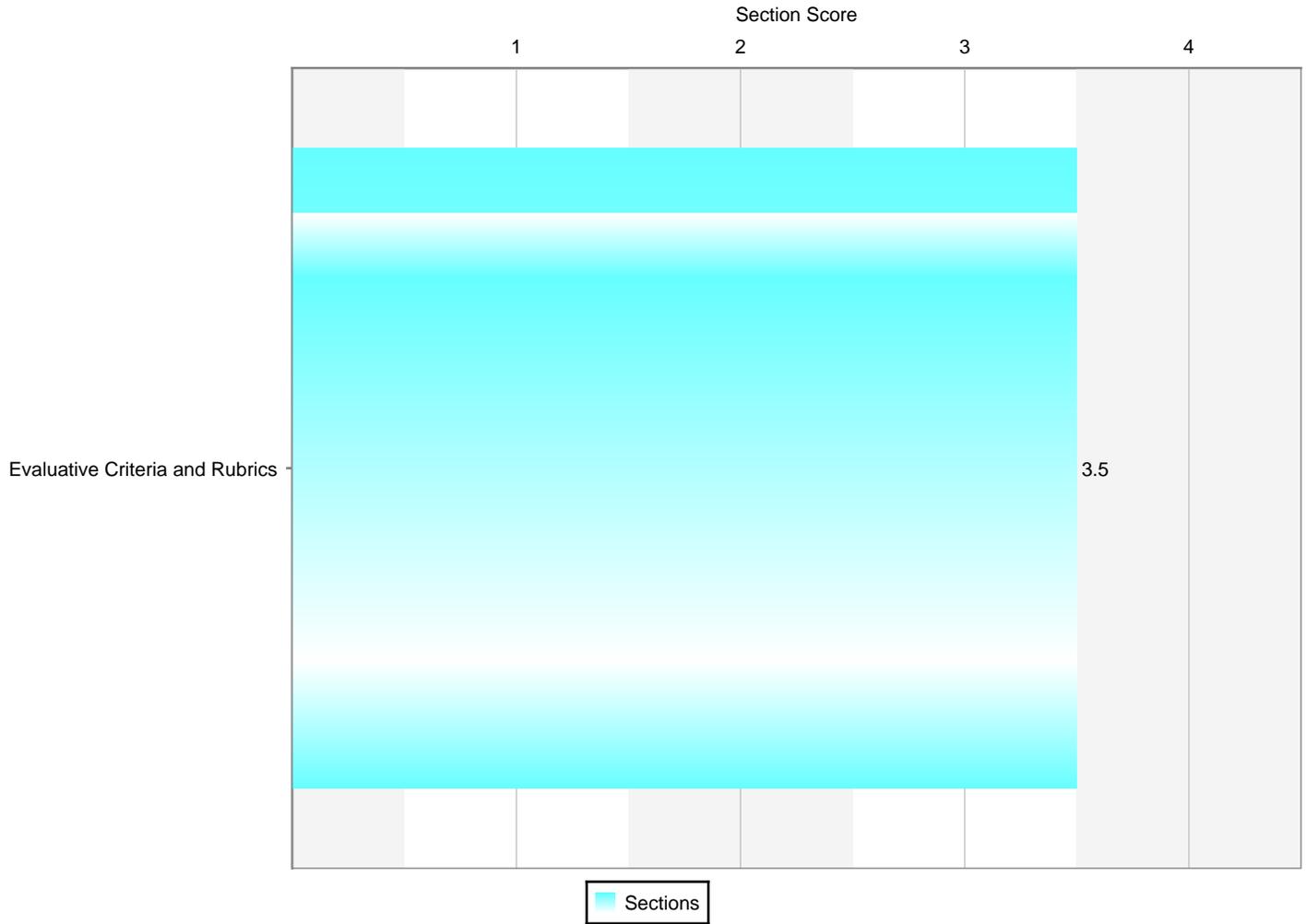
The staff survey findings imply that teachers would like for students to have more opportunities to participate in activities in which they are interested. Teachers may feel the pressure of having to teach the curriculum standards to mastery, therefore, not having the time to implement other activities for students. Also, the lack of interesting activities could contribute to the students' lack of discipline. Survey responses should be considered as affecting each other and ultimately affecting the overall education process.

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

Both teachers and students do not utilize technological devices on a routine basis according to the 2013 Technology Survey. Desktop computers and iPads are used frequently but there is not a sufficient amount of these devices to be used on a daily basis in the classroom. This finding could contribute to staff members feeling that students are not provided with appropriate interesting activities. Most young people are interested in technology and are eager to use it in their learning.

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## Introduction

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

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	This is our first year with data from ASPIRE.	Student Performance Document

## Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

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

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

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

## Areas of Notable Achievement

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

During the 2013-14 school year, 95% of the fifth grade class scored at levels III and IV on the Alabama Science Assessment. On the SAT, the kindergarten class improved to a stanine score of 6 in reading, and the second grade class obtained stanine scores of 6 in both reading and math. On the ASPIRE the fourth grade had 100% in math in close and ready and fifth grade had 85% in close or ready. In reading the sixth grade scored 81% in close or ready and 88% in eighth grade had close or ready.

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

Administration of the SAT from 2012-2014 has shown a consistent yearly increase in the area of Total Reading for Kindergarten, first grade, and second grade. Also, second grade demonstrated consistent yearly increases in the area of Total Math from 2012-2014. At this point there is no data to compare our current ASPIRE results.

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

The second grade class of 2013-14 increased in total reading from 57-5 to 61-6 on the SAT. The class also maintained an overall stanine score of 7 for mathematics procedures. Ninety five percent of the fifth grade class scored at levels III and IV on the Alabama Science Assessment. One hundred percent of the fourth grade class scored close and ready in math on the ASPIRE, and ninety two percent of the third grade class scored close or ready in math on the ASPIRE.

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

Students who were determined to be at risk in grades sixth through eighth demonstrated considerably improvement in the area of math and 100% were able to pass math in 2013-14.

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

The gap between students who are considered at risk and those considered some risk is becoming smaller. The subgroup, which includes students considered to be at risk, have shown moderate gains in all areas.

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

Dibels scores are consistent with SAT scores in grades K-2. STAR reading and math system scores are consistent with the findings of SAT. Student weekly grades and test results also are consistent with the above reported findings.



## Areas in Need of Improvement

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

The results from the spring 2014 administration of the Alabama Science Assessment for seventh grade were well below expected levels of performance. Only 48% of seventh grade scored at levels III and IV on this assessment. On the SAT, first grade showed a decline from 45th percentile to the 37th percentile in the area of mathematics problem solving. On the ASPIRE, the seventh grade scored 47% in the needs support in reading.

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

Seventh grade students show a negative trend in performance in math as measured by ARMT+. Students scoring in level 4 have steadily decreased from 38% to 30% since 2011. Eighth grade students show a negative trend in performance in the area of geometry as measured by ARMT+. The total points scored in this area has steadily decreased over the past three years. This continues to be the only data proven negative trend until a comparison can be made utilizing results from ASPIRE. However it was noted that many students did not finish the ASPIRE test. There is no way to detect problems missed due to being incorrect versus incomplete.

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

Alabama Science Assessment results for seventh grade indicate poor performance in the area of science for this group. SAT results indicated a weakness in the area of mathematics problem solving for first grade. In ASPIRE, seventh grade had 47% in needs support in reading and eighth grade had 32% in needs support in math.

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

After reviewing the results of the SAT spring 2014 administration, no areas of decreasing performance continued for kindergarten through second grade. Comparative data is not available for third through eighth grade due to the fact that the ASPIRE was administered for the first time in spring 2014.

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

The achievement gap is becoming greater between grades 6th and 8th. In 5th grade, 90% of the students score in levels 3 and 4 on ARMT+ and by the end of 8th grade that percentage has dropped to the 70's. This group will continue to be monitored by reviewing the data from the ASPIRE assessment.

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

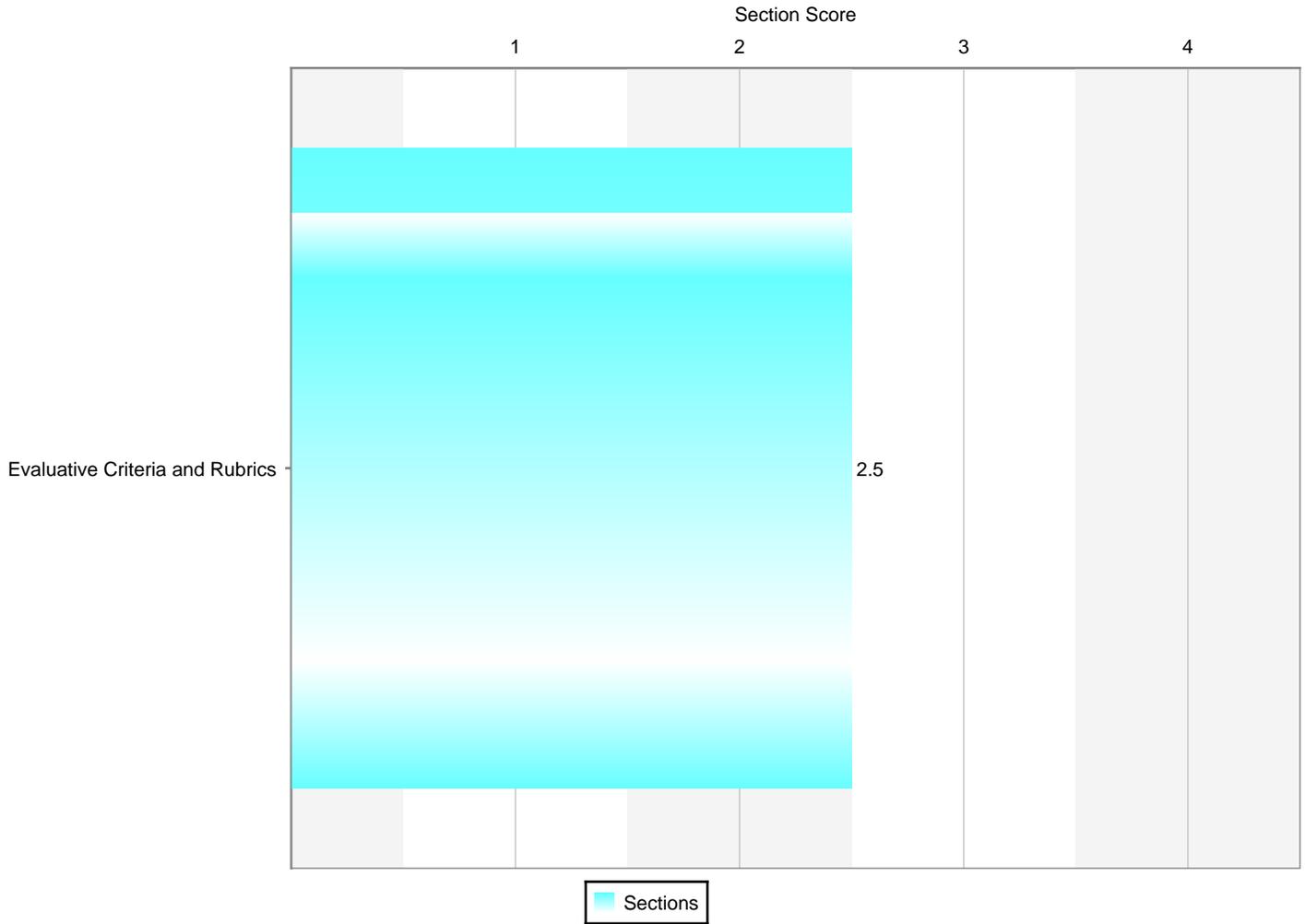
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SAT scores in reading in grades K-2 are consistent with Dibel scores in grades K-2. Math system test scores are consistent with the findings of SAT and ARMT+.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Ronnie Brogden School Superintendent Conecuh County Board of Education 100 Jackson Street Evergreen, AL 36401 251-578-1752	Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Mr. Ronnie Brogden, Superintendent Conecuh County Public School System 100 Jackson Street Evergreen, AL 36401 251-578-1752	Non-Discriminatory Statement

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Ronnie Brogden, Superintendent Conecuh County Public School System 100 Jackson Street Evergreen, AL 36401 251-578-1752	Non-Discrimination Designee

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement Plan 2014-15

**ACIP**

Lyeffion Jr. High School

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

# **ACIP 2014-15**

## Overview

### Plan Name

ACIP 2014-15

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Lyeffion Jr. High School in K5-8 will become proficient in reading.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$5781
2	Students at Lyeffion Jr. High School in grades K5-8 will become proficient in math.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$6335
3	Reading and math coaches, instructional coach, teachers, librarian, and instructional aide will use technology to enhance academic skills.	Objectives: 2 Strategies: 2 Activities: 11	Academic	\$11309

## Goal 1: Students at Lyeffion Jr. High School in K5-8 will become proficient in reading.

### Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in overall skills in Reading by 05/29/2015 as measured by AAA, SAT, ASPIRE..

### Strategy 1:

Small Group Instruction - RTI meetings will be held for students struggling in reading with the principal, reading coaches, special education teacher, librarian, teachers, and parents. IEP meetings will be held for special education students. Academic progress will be checked by the RTI team. The struggling students in grades K5-8 will be given extra help for Tier 3 intervention by the teacher, reading coach, instructional coach, librarian, and other staff members for 20 minutes each day. Special Education students will be helped by the Special Education teacher, coaches, and instructional aides. The strategy will be monitored by the following: progress reports - report cards - informal and formal assessments - Accelerated Reader reports - STAR reading test - Anywhere Learning System - Stride Academy - Global Scholar Performance Series - walk throughs with principal, instructional coaches, and county reading coach - reading unit test, fluency test, weekly selection test, and BASC.

Materials used are the following: progress reports, report cards, RTI papers, AR reports, STAR test, reading unit test and fluency, and BASC.

Research Cited: Shanker, James L. and Eldon E. Ekwall. Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003  
Barone, Diane and Marla Mallette. Best Practices in Reading. New York: Guilford Press 2013.

Activity - Reread or repeated readings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction for grades K-5 will consist of the following activities: -Use flash cards with letters of the alphabet - Practice LNF -Practice reading NWF -Progress monitor Dibels booklets: LNF, FSF, NWF, PSF, and OR -Use Reading Street student textbooks to reread stories -Use oral reading passages from Reading Street and Reading Naturally -Practice reading Fry sight word list -Use reading games, such as synonym, homonyms, compound words, plurals, rhyming words, Bingo, and Contraction Matchup -Use Reading Street alphabet letter cards and sound cards -Use Reading Street decodables to reread -Materials: Educational games, such as: Synonyms, Homonyms, Compound Words, Plurals, Rhyming Words, Bingo, and Contraction Matchup. Dibels practice pages, Dibels progress monitoring books, charts, tablets, sentence strips, copy paper, Reading Street alphabet and sound cards, paper, Reading Street student textbooks, and teacher's editions, decodables, student Reading Street workbooks, and worksheets, Sleuth, Holt reading books, folders, pencils, and calculators.	Direct Instruction	08/12/2014	05/29/2015	\$2281	Title I Part A	Principal, instructional coaches, reading coach, librarian, teachers, and instructional aides.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Professional Learning	08/12/2014	05/29/2015	\$1750	Title II Part A, Title I Part A	Principal, reading coach, librarian, special education teacher, aide, and teachers

**Strategy 2:**

Teach and Review Reading Skills - Teachers will use Elmos, projectors, and smart boards to display Reading Street and Holt material. Reading Street and Holt software programs will be used in the classrooms. Reading Street stories will be read by the students with the teachers. Reading Street and Holt worksheets will be done by students. Reading Street and Holt weekly test will be given to the students by the teacher and reading coach on Friday. Reading Street Unit Test will be given by the reading coach to the students every nine weeks. Teachers will post anchor charts on walls. Teachers and reading coach will progress monitor students in Dibels in grades K-2 weekly or as needed. Fluency sheets in grades 1 and 2 are given to the students for a grade weekly. County fluency tests in grades K-2 are given to the students every nine weeks. In grades 3-5 accuracy grades will be weekly or biweekly and also a county accuracy grade will be administered by the reading coaches after each nine weeks of school. Homework on reading skills are given as needed. The prekindergarten teacher will have a system prekindergarten checklist with reading skills. The reading coach will check the skills every nine weeks to make sure the students are mastering the skills. Monitoring used: Reading Street weekly test, unit test, and fluency test. Materials used: Elmos, projectors, Reading Street and Holt materials, reading weekly and unit test, anchor charts, fluency/accuracy sheets, homework sheets, and student planners. Students in grades six through eight will receive reinforcement of reading skills through the use of Anywhere Learning and Stride Academy computer programs, and Global Scholar Benchmark Assessments three times a year.

Research Cited: Shanker, James L. and Eldon E. Ekwall Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003. Barone, Diana and Marla Mallette. New York: Guilford Press 2013.

Activity - Teach and Review Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Direct Instruction	08/12/2014	05/29/2015	\$1750	Title I Part A, Title II Part A	Principal, county reading coach, school reading coach, teachers, school staff, and instructional aides

Activity - Assist teachers in reviewing reading skills.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System reading coach, school reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other	08/12/2014	05/29/2015	\$0	No Funding Required	County Reading Coach, school reading coach, middle school specialist, and teachers.

## Goal 2: Students at Lyeffion Jr. High School in grades K5-8 will become proficient in math.

### Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in mathematics in Mathematics by 05/29/2015 as measured by ASPIRE, SAT, EXPLORE, and AAA..

### Strategy 1:

Small Group Intervention - RTI meetings will be held by the principal, reading coach, special education teacher, counselor, and teachers to discuss struggling students in math. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. The IEP will determine the selected intervention program that will be beneficial for students receiving special education services. The struggling students in grades K5-8 will have extra math help by the county math coach, middle school specialist, librarian, and other staff members. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. Materials: student books, math sheets, flashcards, dry erase boards, wall charts, student planners, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, and storage boxes.

Research Cited: Best Practices in Math, Go Math, Buckle Down, and Crosswalk Coach for the Common Core State Standards.

Activity - Review math skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>- Struggling students in grades 5-6 will get extra help for math from the county math coach, county middle school specialist, librarian, teachers, and staff. These students will be pulled by the math coach, teachers, and staff for intervention for 20 minutes of extra help in math. -Small group instruction will be monitored by assessments.                  -The math coach, teachers, and staff will use the following to help the students with intervention: math worksheets, student planners, flashcards, dry erase boards, Go Math workbooks, AMSTI materials, and math games.                  - The math coach, teachers, and staff will work on math skills that the student is struggling with according to the student's grade level. Sometimes, teachers will have sheets and activities planned for the interventionist. Also, the interventionist will have sheets and activities for the struggling students.</p>	Direct Instruction	08/12/2014	05/29/2015	\$354	Title I Part A	Principal, teachers, librarian, counselor, and Instructional coaches
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**Strategy 2:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the system math coach, middle school specialist, and other staff members for grades K4-6th. The prekindergarten teacher will have a system checklist with math skills. Skills will be checked every nine weeks to make sure the students are mastering the skills. Teacher's lesson plans will be checked by the principal. Math lessons will be taught in the classroom and by an interventionist, if needed. The math skills will be monitored by the following: Walk throughs will be done by the principal and math coach. Review skill sheets are given to the student each nine weeks to determine if the student has mastered math skills covered by the teacher. Math test will be given every nine weeks. Homework will be given daily by the teacher. The student will write his homework in the student planner. Students will write their homework on student planners that are provided by the school. Assessment data will be checked periodically by principal, teacher, math coach, and system instructional coach. Stride Academy and Anywhere Learning System computer programs will be used for progress monitoring.

Materials: student worksheets, study guides, paper, student books, flashcards(addition, subtraction, multiplication, and division), dry erase boards, wall charts, clocks, play money, rulers, tape measures, unifix cubes, fraction bars, scales, base 10, 100th charts, charts, graphs, anchor charts, color tiles, pattern blocks, student planners, Twist and Shout games, Bingo games, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, computers, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), workbooks, copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, pencils, and storage boxes.

Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Crosswalk Coach for the Common Core Align to Common Core Standards, and Buckle Down.

Activity - Teach and Review Math Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Lyeffion Jr. High School

<p>-Students in grades K5-8 will use worksheets to practice math skills. - Students will use math study guides to practice for county math test. - Teachers use addition, subtraction, multiplication, and division flashcards. - Teachers will use AMSTI math materials. - Teachers will post anchor charts on walls. - Teachers will use Go Math (grades 3-5) workbooks. - Students in 6-8 grades will use Global Scholar Benchmark Assessments - Students in grades 7th and 8th will have Distance Learning for math - Students in grades 1-8 will use Stride Academy for progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed - Students in grades 2-8 will use the Anywhere Learning System to improve math skills through interactive academic assessments. Teachers and students will use technology: Calculators, Ipads, math apps for grade level, computers - educational math games (A+, Funbrain, Math Playground, Internet 4 Classrooms, Math Is Fun, Cool Math 4 Kids), Elmos, and projectors for multistep problems. - Teachers and students will use graphs and charts. Students will use planners for homework.</p>	Technology	08/12/2014	05/29/2015	\$4281	Title I Part A	Teachers, system instructional coach, librarian, special education teacher, math coach, and instructional aides
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Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in math.	Professional Learning	08/12/2014	05/29/2015	\$1700	Title II Part A, Title I Part A	Principal, teachers, instructional coach, librarian, special education teacher, instructional aides

Activity - Assist teachers in reviewing math skills.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System math coach, reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other	08/12/2014	05/29/2015	\$0	No Funding Required	County Math Coach, instructional coach, middle school specialist, and teachers.

**Strategy 3:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the middle school specialist in grades 7-8. Basic skills classes are scheduled for 45 minutes 2 times a week. Graphic organizers will be used in the basic skills class. Students who are struggling in math can receive extra help during basic skills. Students will also learn math through interactive math games. Materials: math books are needed along with Elmo, graphic organizers, big screen, laptops and computers with A+, Math is Fun, Cool Math 4 Kids, and Internet 4 Classrooms. Teachers will monitor student's progress by looking at math mastered skills on student's math test.

Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Teacher One Stop CD, and Crosswalk Coach.

Activity - Review Math Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 7th and 8th grade will complete appropriate level material in math in addition to the Core Distance Learning Math Class taught 5 times weekly. Global Scholar Benchmark Assessments will be administered three times a year for grades 6-8 in math. Stride Academy will be used in grades 1-8 for math progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed. The Anywhere Learning System will be used with grades 2-8 to deliver an individual learning program for each student in math. Activities will also include students using key websites including, Math is Fun, and Cool Math 4 Kids. With the key websites students will explore tutorials and quick assessments that match presently learned skills or foundational skills that impact present learning.	Technology	08/12/2014	05/29/2015	\$0	No Funding Required	Teachers, middle school specialist, special education teacher, and aide..

### **Goal 3: Reading and math coaches, instructional coach, teachers, librarian, and instructional aide will use technology to enhance academic skills.**

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

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in using technology in Reading by 05/28/2014 as measured by completion of assignments..

#### **Strategy 1:**

Reading Instruction Through Technology - Teachers, special education teacher, librarian, reading coach, and instructional coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology times will be scheduled for reading skills. The Big Universe program and Destiny, the automated library program, will be used in computer lab or library. Mastery of skills will be monitored by teacher observation, Reading Street and Holt Test, STAR reading test, Accelerated Reader test, A+ assessment sheets, and Common Core Standards for reading in grades K5-8 and special education.

Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, professional workshops, smart boards, Reading Street and Holt reading programs, Accelerated Reading, Accelerated Reader books, and computer programs, such as the following: A+, Starfall, Penguin Paint, Storyline Online, Walke, and STAR reading.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

Activity - Reinforcing reading skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing reading skills that meet the Common Core Standards, such as vocabulary, sentence structure, main idea, sequencing, character, plot, compare and contrast, and close reading.	Technology	08/12/2014	05/29/2015	\$0	No Funding Required	Teachers, instructional coach, special education teacher and aide, librarian, reading and math coaches, and middle school specialist.
Activity - Monitoring STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR reading test will be administered to the students in October and May. The students in grades 1-6 are given the STAR reading test by the librarian in the computer lab. In October STAR reading scores are viewed by the teachers to see the student's starting reading level. In May teachers look at STAR scores to see if students have increased their reading level.	Technology	08/12/2014	05/29/2015	\$250	Title I Part A	Principal, reading coach, instructional coach, librarian, and teachers
Activity - Technology resources focusing on differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

Lyeffion Jr. High School

Teachers in K-8 are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach reading. K5-4th grade classes have 5 Ipads which are utilized for Tier 2 and 3 instruction for reading. Grade level educational apps are downloaded to the Ipad to reinforce reading skills being taught in the classroom. Accelerated Reader is on the Ipads and computers in grades 1-5. Educational sites, such as Walke, Starfall, Storyline Online, and Big Universe are used on some computers for literary centers. Elmos and projectors are used by teachers to teach the Reading Street and the Holt reading program. The 6th grade will use media clips with the Holt program. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Grades 2nd-8th grade will use A+ program in the computer lab.	Technology	08/12/2014	05/29/2015	\$3450	Title I Part A	Principal, instructional coach, reading coach, librarian, teachers, middle school specialist, special education teacher, and aide.
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Activity - Encouraging differentiated reading practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader program will be used in 1st-6th grade. Students will select books from the library, classroom, or read a book online and take an Accelerated Reader test in the computer lab or classroom. Accelerated Reader encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, Accelerated Reader helps teachers set personalized goals for each student, and guide students to books difficult enough to keep them challenged, but not so difficult to cause frustration. Also, Accelerated Reader helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills. Accelerated Reader provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction of invention. Students get instant feedback to help motivate success with the use of the TOPS report. The instructional coach and librarian motivate the students in December and May with incentives.	Technology	08/12/2014	05/29/2015	\$250	Title I Part A	Principal, instructional coach, reading coach, librarian, and teachers

Activity - Integrating Technology in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to advance reading instruction through technology.	Professional Learning	08/12/2014	05/29/2015	\$1764	Title II Part A, Title I Part A	Principal, instructional coach, librarian, special education teacher, teachers, and instructional aides.

Activity - Assist teachers in reviewing reading skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

System reading coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other	08/12/2014	05/29/2015	\$0	No Funding Required	System reading coach, instructional specialist, middle school specialist, and teachers.
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**Measurable Objective 2:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in using technology in Mathematics by 06/03/2014 as measured by completion of assignments..

**Strategy 1:**

Instruction Through Technology - Teachers, special education teacher, librarian, middle school specialist, and math coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology time will be scheduled for math skills. Mastery of skills will be monitored by teacher observation, math test, STAR math test scores, and A+ assessment sheets. Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, smart boards, and programs, such as the following: A+, Starfall, Fun Brain, Math Playground, STAR math, and AAA math.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

Activity - Reinforcing math skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing math skills that meet the Common Core Standards, such as addition, subtraction, multiplication, division, fractions, graphs, word problems, equations, Geometry, Pre-Algebra, and Algebra. Special Education classes use AAA math, an online program.	Technology	08/12/2014	05/29/2015	\$581	Title I Part A	Teachers, special education teacher, librarian, and math coach.

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Lyeffion Jr. High School

Activity - Monitoring STAR Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR math test will be administered by the librarian to the students in in grade K-8 in October and May. STAR math scores are given to the teachers. -STAR math scores are viewed by teachers in October to see the starting math level and to see if students have increased their math level in May.	Technology	08/12/2014	05/29/2015	\$250	Title I Part A	Principal, math coach, instructional coach, librarian, and teachers
Activity - Technology resources focusing on differentiated instruction in math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach math. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Special Education classes use AAA Math, an online program. Grades 2nd-8th grade will use A+ program in the computer lab.	Technology	08/12/2014	05/29/2015	\$3000	Title I Part A	Math coaches, librarian, teachers, special education teacher, and special education aide
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend workshops to improve technology skills in math.	Professional Learning	08/12/2014	05/29/2015	\$1764	Title I Part A, Title II Part A	Principal, instructional coach, librarian, special education teacher and aide, and teachers
Activity - Assist teachers in reviewing math skills.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System math coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other	08/12/2014	05/29/2015	\$0	No Funding Required	System math coach, instructional specialist, middle school specialist, and teachers.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teach and Review Math Skills	-Students in grades K5-8 will use worksheets to practice math skills. -Students will use math study guides to practice for county math test. - Teachers use addition, subtraction, multiplication, and division flashcards. - Teachers will use AMSTI math materials. - Teachers will post anchor charts on walls. - Teachers will use Go Math (grades 3-5) workbooks. - Students in 6-8 grades will use Global Scholar Benchmark Assessments - Students in grades 7th and 8th will have Distance Learning for math - Students in grades 1-8 will use Stride Academy for progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed - Students in grades 2-8 will use the Anywhere Learning System to improve math skills through interactive academic assessments. Teachers and students will use technology: Calculators, Ipads, math apps for grade level, computers - educational math games (A+, Funbrain, Math Playground, Internet 4 Classrooms, Math Is Fun, Cool Math 4 Kids), Elmos, and projectors for multistep problems. - Teachers and students will use graphs and charts. Students will use planners for homework.	Technology	08/12/2014	05/29/2015	\$4281	Teachers, system instructional coach, librarian, special education teacher, math coach, and instructional aides
Professional Learning	Teachers will attend workshops to improve technology skills in math.	Professional Learning	08/12/2014	05/29/2015	\$300	Principal, instructional coach, librarian, special education teacher and aide, and teachers

**ACIP**

Lyeffion Jr. High School

Teach and Review Reading Skills	Teachers will attend professional development workshops to improve instructional skills in reading.	Direct Instruction	08/12/2014	05/29/2015	\$500	Principal, county reading coach, school reading coach, teachers, school staff, and instructional aides
Monitoring STAR Reading	The STAR reading test will be administered to the students in October and May. The students in grades 1-6 are given the STAR reading test by the librarian in the computer lab. In October STAR reading scores are viewed by the teachers to see the student's starting reading level. In May teachers look at STAR scores to see if students have increased their reading level.	Technology	08/12/2014	05/29/2015	\$250	Principal, reading coach, instructional coach, librarian, and teachers
Technology resources focusing on differentiated instruction	Teachers in K-8 are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach reading. K5-4th grade classes have 5 Ipads which are utilized for Tier 2 and 3 instruction for reading. Grade level educational apps are downloaded to the Ipad to reinforce reading skills being taught in the classroom. Accelerated Reader is on the Ipads and computers in grades 1-5. Educational sites, such as Walke, Starfall, Storyline Online, and Big Universe are used on some computers for literary centers. Elmos and projectors are used by teachers to teach the Reading Street and the Holt reading program. The 6th grade will use media clips with the Holt program. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Grades 2nd-8th grade will use A+ program in the computer lab.	Technology	08/12/2014	05/29/2015	\$3450	Principal, instructional coach, reading coach, librarian, teachers, middle school specialist, special education teacher, and aide.
Integrating Technology in Reading	Teachers will participate in professional development to advance reading instruction through technology.	Professional Learning	08/12/2014	05/29/2015	\$300	Principal, instructional coach, librarian, special education teacher, teachers, and instructional aides.

Professional Learning	Teachers will attend professional development workshops to improve instructional skills in reading.	Professional Learning	08/12/2014	05/29/2015	\$500	Principal, reading coach, librarian, special education teacher, aide, and teachers
Review math skills	- Struggling students in grades 5-6 will get extra help for math from the county math coach, county middle school specialist, librarian, teachers, and staff. These students will be pulled by the math coach, teachers, and staff for intervention for 20 minutes of extra help in math. -Small group instruction will be monitored by assessments. -The math coach, teachers, and staff will use the following to help the students with intervention: math worksheets, student planners, flashcards, dry erase boards, Go Math workbooks, AMSTI materials, and math games. - The math coach, teachers, and staff will work on math skills that the student is struggling with according to the student's grade level. Sometimes, teachers will have sheets and activities planned for the interventionist. Also, the interventionist will have sheets and activities for the struggling students.	Direct Instruction	08/12/2014	05/29/2015	\$354	Principal, teachers, librarian, counselor, and Instructional coaches
Professional Learning	Teachers will attend professional development workshops to improve instructional skills in math.	Professional Learning	08/12/2014	05/29/2015	\$300	Principal, teachers, instructional coach, librarian, special education teacher, instructional aides
Reinforcing math skills	-Use A+ computer program with 2nd-8th grades. -Reinforcing math skills that meet the Common Core Standards, such as addition, subtraction, multiplication, division, fractions, graphs, word problems, equations, Geometry, Pre-Algebra, and Algebra. Special Education classes use AAA math, an online program.	Technology	08/12/2014	05/29/2015	\$581	Teachers, special education teacher, librarian, and math coach.
Monitoring STAR Math	The STAR math test will be administered by the librarian to the students in in grade K-8 in October and May. STAR math scores are given to the teachers. -STAR math scores are viewed by teachers in October to see the starting math level and to see if students have increased their math level in May.	Technology	08/12/2014	05/29/2015	\$250	Principal, math coach, instructional coach, librarian, and teachers

Reread or repeated readings	<p>Small group instruction for grades K-5 will consist of the following activities: -Use flash cards with letters of the alphabet</p> <ul style="list-style-type: none"> <li>- Practice LNF</li> <li>-Practice reading NWF</li> <li>-Progress monitor Dibels booklets: LNF, FSF, NWF, PSF, and OR</li> <li>-Use Reading Street student textbooks to reread stories</li> <li>-Use oral reading passages from Reading Street and Reading Naturally</li> <li>-Practice reading Fry sight word list</li> <li>-Use reading games, such as synonym, homonyms, compound words, plurals, rhyming words, Bingo, and Contraction Matchup</li> <li>-Use Reading Street alphabet letter cards and sound cards</li> <li>-Use Reading Street decodables to reread</li> <li>-Materials: Educational games, such as: Synonyms, Homonyms, Compound Words, Plurals, Rhyming Words, Bingo, and Contraction Matchup. Dibels practice pages, Dibels progress monitoring books, charts, tablets, sentence strips, copy paper, Reading Street alphabet and sound cards, paper, Reading Street student textbooks, and teacher's editions, decodables, student Reading Street workbooks, and worksheets, Sleuth, Holt reading books, folders, pencils, and calculators.</li> </ul>	Direct Instruction	08/12/2014	05/29/2015	\$2281	Principal, instructional coaches, reading coach, librarian, teachers, and instructional aides.
Technology resources focusing on differentiated instruction in math	<p>Teachers are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach math. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Special Education classes use AAA Math, an online program. Grades 2nd-8th grade will use A+ program in the computer lab.</p>	Technology	08/12/2014	05/29/2015	\$3000	Math coaches, librarian, teachers, special education teacher, and special education aide

**ACIP**

Lyefferon Jr. High School

Encouraging differentiated reading practices	Accelerated Reader program will be used in 1st-6th grade. Students will select books from the library, classroom, or read a book online and take an Accelerated Reader test in the computer lab or classroom. Accelerated Reader encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, Accelerated Reader helps teachers set personalized goals for each student, and guide students to books difficult enough to keep them challenged, but not so difficult to cause frustration. Also, Accelerated Reader helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills. Accelerated Reader provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction of invention. Students get instant feedback to help motivate success with the use of the TOPS report. The instructional coach and librarian motivate the students in December and May with incentives.	Technology	08/12/2014	05/29/2015	\$250	Principal, instructional coach, reading coach, librarian, and teachers
<b>Total</b>					<b>\$16597</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assist teachers in reviewing reading skills	System reading coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other	08/12/2014	05/29/2015	\$0	System reading coach, instructional specialist, middle school specialist, and teachers.
Reinforcing reading skills	-Use A+ computer program with 2nd-8th grades. -Reinforcing reading skills that meet the Common Core Standards, such as vocabulary, sentence structure, main idea, sequencing, character, plot, compare and contrast, and close reading.	Technology	08/12/2014	05/29/2015	\$0	Teachers, instructional coach, special education teacher and aide, librarian, reading and math coaches, and middle school specialist.

**ACIP**

Lyeffion Jr. High School

Assist teachers in reviewing math skills.	System math coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other	08/12/2014	05/29/2015	\$0	System math coach, instructional specialist, middle school specialist, and teachers.
Assist teachers in reviewing math skills.	System math coach, reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other	08/12/2014	05/29/2015	\$0	County Math Coach, instructional coach, middle school specialist, and teachers.
Assist teachers in reviewing reading skills.	System reading coach, school reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other	08/12/2014	05/29/2015	\$0	County Reading Coach, school reading coach, middle school specialist, and teachers.
Review Math Skills	Students in 7th and 8th grade will complete appropriate level material in math in addition to the Core Distance Learning Math Class taught 5 times weekly. Global Scholar Benchmark Assessments will be administered three times a year for grades 6-8 in math. Stride Academy will be used in grades 1-8 for math progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed. The Anywhere Learning System will be used with grades 2-8 to deliver an individual learning program for each student in math. Activities will also include students using key websites including, Math is Fun, and Cool Math 4 Kids. With the key websites students will explore tutorials and quick assessments that match presently learned skills or foundational skills that impact present learning.	Technology	08/12/2014	05/29/2015	\$0	Teachers, middle school specialist, special education teacher, and aide..
<b>Total</b>					<b>\$0</b>	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**ACIP**

Lyeffion Jr. High School

Integrating Technology in Reading	Teachers will participate in professional development to advance reading instruction through technology.	Professional Learning	08/12/2014	05/29/2015	\$1464	Principal, instructional coach, librarian, special education teacher, teachers, and instructional aides.
Teach and Review Reading Skills	Teachers will attend professional development workshops to improve instructional skills in reading.	Direct Instruction	08/12/2014	05/29/2015	\$1250	Principal, county reading coach, school reading coach, teachers, school staff, and instructional aides
Professional Learning	Teachers will attend professional development workshops to improve instructional skills in reading.	Professional Learning	08/12/2014	05/29/2015	\$1250	Principal, reading coach, librarian, special education teacher, aide, and teachers
Professional Learning	Teachers will attend workshops to improve technology skills in math.	Professional Learning	08/12/2014	05/29/2015	\$1464	Principal, instructional coach, librarian, special education teacher and aide, and teachers
Professional Learning	Teachers will attend professional development workshops to improve instructional skills in math.	Professional Learning	08/12/2014	05/29/2015	\$1400	Principal, teachers, instructional coach, librarian, special education teacher, instructional aides
<b>Total</b>					<b>\$6828</b>	

# **Strategies to Increase Parental Involvement**

## Introduction

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

## **Strategies to Increase Parental Involvement**

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

Our Title I yearly school meeting is Thursday, September 4, 2014. At this meeting a power point will be presented to inform parents of 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 a ACIP - What is the School-Parent Compact - How do I request the qualifications of my child's teacher(s). Also hand-outs will be distributed to the parents with the power point information.

### **2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

There are meetings, such as the following: Lyeffion Jr. High School has PTO meetings every nine weeks. Open House is at the beginning of the school year. Title I Meetings, Parent Involvement Meetings, a Statewide Parent Day, and monthly county board meetings are held. On Statewide Parent Day, parents are given the opportunity to choose a time that is convenient to their schedule to meet with their child's teacher. Parents are encourage to call the school and make an appointment with the principal, teacher, or the instructional coach. Parents are encouraged to attend these meetings and become involved in the process of continuous improvement. Also, parents can give feedback. Student planners are purchased, with funds allocated for parent involvement, for all students and distributed at the beginning of each year. These planners provide space to write daily homework assignments and comments for both teacher and parents. There is a place for parents and teachers to sign each day so that they can work collaboratively together to better the students. The Blackboard Connection is used to call parents to inform the parents about meetings, important dates, events, and the Hippy Program.

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

A parental involvement evaluation is sent home to all parents in the spring of the year. The school puts on 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 Blackboard Connect parents are contacted by a telephone call about upcoming events and important information. Parents of K4 and K5 students are given information on the HIPPPY program and given the opportunity to participate in HIPPPY. Parents are involved in the review of the Parent Compact.

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

The parent compact was developed by the principal, teachers, and parents. In order to establish and maintain a successful educational program at Lyeffion Jr. 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. Statements included in the compact, in which all parties sign indicate that they will all share responsibility for improved student academic achievement. It also indicates that the school and parents will develop a partnership to help students achieve or exceed proficiency on state's academic content standards. Each student and parent is provided a student planner which includes the code of student conduct. There is a section for parents and teachers to make comments and a section where homework can be written down. Graded papers go home weekly in a color coded graded paper folder. Parents are given the opportunity to make comments and suggestions on the graded paper sheet. Our parents need to be more involved in their child's education and are given the opportunities to be involved. The plan is updated each school year.

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

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. Also the parents will evaluate annually (through surveys) the outcomes to see whether the academic achievements of all students improved and the effectiveness of the school's programs. This survey gives the parents an opportunity to express their opinion.

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

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

**Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

In order to help parents to understand the content standards and academic standards, all parents are invited to the Title I Meetings. Our parents are willing to participate in their child's academic endeavors. Our teachers realize the importance of parental involvement and are willing to do what is necessary. Teachers and parents work to make Lyeffion Jr. High School students reach their maximum level of academic performance. Parents monitor their child's progress through progress reports, weekly graded papers, report cards, and parent teacher conferences. Teachers will determine and inform parents whether or not the identified needs of all students have been met by way of the data. Parents will be aware of their child's strengths and weaknesses as shown on report cards, progress reports, and concerns mentioned during continuous parent/teacher communications. Newsletters and weekly graded papers inform parents of upcoming test dates. Any parent concerns or questions are answered with the meetings and letters. Parents are also invited to attend local school board meetings to voice their opinions.

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

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

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

RTI meetings are scheduled with the principal, parents, and teachers so that parents can work with their child on academic skills at home. Instructional coaches are available to help parents help their child with academics at home. The instructional coaches will provide parents with study guides.

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

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

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

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. Blackboard Connect software is being used. The counselor calls parents and informs parents of academics, activities, and programs that are being scheduled at Lyeffion.

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

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

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

At Lyeffion, we are trying to increase the number of parents involved in activities at the school, such as PTO, RTI meetings, and parent meetings with teachers so parents can help their child with academics and be a part of the school. With Lyeffion's "open door policy", parent are always welcomed to the school. Numerous forms of communication between the school, parents, and community include: -assemblies - festivals - student planner - blackboard connect - website. The school is continually encouraging parents to participate in the education of their children.

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

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

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

Lyeffion Jr. High School has PTO meetings, Open House, and Title I Meetings at the beginning of the year. In October of each year, Lyeffion also has State Wide Parent Day. 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 Systems' website Lyeffion Jr. High School has an individual site with information. Conecuh County has a grading policy that parents can read. Lyeffion's School Parent Compacts and Parental Involvement Plans are given to parents. Reports 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 student. State reports are reviewed with parents at the beginning of the school year. Some parents are constantly keeping aware of their child's academic status. In the event that an ELL student enrolls at Lyeffion, we will use Conecuh County Board of Educations written plan (ELL).

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

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

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

In order to help parents to understand the content standards and academic standards, all parents are invited to the Title I Meetings. Our parents are willing to participate in their child's academic endeavors. Our teachers realize the importance of parental involvement and are willing to do what is necessary. Teachers and parents work to make Lyeffion Jr. High School students reach their maximum level of academic performance. Parents monitor their child's progress through progress reports, weekly graded papers, report cards, and parent teacher conferences. Teachers will determine and inform parents whether or not the identified needs of all students have been met by way of the data. Parents will be aware of their child's strengths and weaknesses as shown on report cards, progress reports, and concerns mentioned during continuous parent/teacher communications. Newsletters and weekly graded papers inform parents of upcoming test dates. Any parent concerns or questions are answered with the meetings and letters. Parents are also invited to attend local school board meetings to voice their opinions.

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

## ACIP

Lyeffion Jr. High School

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Lyeffion Jr. High School has PTO meetings, Open House, and Title I Meetings at the beginning of the year. In October of each year, Lyeffion also has State Wide Parent Day. 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 Systems' website Lyeffion Jr. High School has an individual site with information. Conecuh County has a grading policy that parents can read. Lyeffion's School Parent Compacts and Parental Involvement Plans are given to parents. Reports 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 student. State reports are reviewed with parents at the beginning of the school year. Some parents are constantly keeping aware of their child's academic status. In the event that an ELL student enrolls at Lyeffion, we will use Conecuh County Board of Educations written plan (ELL).

# **Title I Schoolwide Diagnostic**

## Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment conducted?

Teachers progress monitor Dibels beginning in August and ending in May. The Dibels assessment is given in grades K-2. Dibels Next is used. The reading coach puts all the scores in the Dibels website on the computer. Scores are given to principal and teachers. Grades K5-2 are tested in reading and math for SAT in the spring. The science assessment is given to 5th and 7th grade in the spring. ASPIRE is administered to grades 3-8 in the spring. Grades 3-8 are tested for reading and math on the ASPIRE. Once the test scores are received, the scores are reviewed. Scores are given to the principal, system reading coach, system math coach, and middle school specialist. Scores are compiled for each grade. Grades are given to the principal and then to teachers. Teachers give the scores to parents. One student participated in the Alabama Alternate Assessment and scored achievement levels of 3 on the reading and math.

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

In kindergarten in May of 2014 on Dibels, the students scored the following: 100% PSF and 91% NWF. First grade scored the following: 86% NWF and 79% ORF. Second grade scored: 86% ORF. Third grade scored: 77% ORF.

On SAT in the spring of 2014, the scores were the following: Kindergarten reading 60-6, kindergarten math 51-5, 1st grade reading 54-5, 1st grade math 43-5, 2nd grade reading 61-6, 2nd grade math 70-6.

On the science assessment 95% of the 5th grade scored in level III and IV. In the 7th grade 55% of the students scored in level III and IV.

On ASPIRE in 2014, results were the following: 3rd grade - reading 61% in ready and close and math 92% ready and close, 4th grade - reading 64% ready and close and math 100% ready and close, 5th grade - reading 65% ready and close and math 85% ready and close, 6th grade - reading 81% ready and close and math 72% ready and close, 7th grade - reading 53% ready and close and math 84% ready and close, 8th grade - reading 88% ready and close and math 68% ready and close.

One special education student participated in the Alabama Alternate Assessment and scored achievement levels of 3 on the reading and math.

### 3. What conclusions were drawn from the results?

On 2014-15 SAT, Kindergarten increased in area of reading to an overall stanine of 6. In math the stanine score was consistent with the previous year. Kindergarten needs to work on the following skills: data, statistics, probability and communication, and representation. First grade scores in reading and math remained consistent with the previous year. In reading first grade needs to focus on word study skills. In math, first grade needs to work on number sense and operation, and estimation. Second grade increased performance to stanine of 6 in reading and remained in stanine 6 for math. In math, second grade needs to improve in data statistics and probability and mathematical connections.

On the Alabama Science Assessment, fifth grade showed an improvement of 16%, while the seventh grade scored 25% lower than the previous year. Fifth grade students need to continue with current instructional practices. Seventh grade needs to exhibit dramatic improvement through the use of a variety of technology-based instruction and classroom instruction. Both grades will be utilizing Anywhere Learning and Stride Academy for reinforcement of science skills during this school year.

This was the first year to use ASPIRE for third through eighth grade and the following was noted and will be monitored. In the seventh grade 47% scored in the needs support area of reading and will use a variety of technology-based instruction and classroom instruction to improve these results.

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

Most small group intervention that was given daily to struggling students, including Special Education and grades K-5, worked. Most students are understanding Reading Street, the core reading program, and skills. More common core skills need to be taught in grades K5-8. More writing activities should be given to students in grades K5-8. The activities should be higher order thinking questions, such as comparing and contrasting two stories. Close reading will be used in Reading Street so that the students will dig deeper into reading and improve comprehension. Reading comprehension needs to improve in grades K5-8 based on SAT. Students in 6th-8th grade will need to zone into features in the text to improve comprehension. Reading skills in all grades need to improve based on ASPIRE. More technology will be used in reading and math classes to help students better understand concepts that are being taught.

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

The goal of Lyeffion students is for them to emerge out from school with a positive sense of self, love of learning, and the academic skills to continue their education. The school in 2014 is continuing to teach the Common Core to all students at Lyeffion. The teachers are teaching the standards to all students. Pacing guides for math and reading are given to all teachers in grades K5-8. Reading Street material is given to students in grades K5-5. The Holt reading program is implemented in grades 6-8. Dibels Next is being used in 2014-15. More emphasis is being placed on open ended questions, applying, comparing, and evaluating questions in reading and math. More visualization strategies, such as graphic organizers are being used in the classrooms. More technology in reading and math is being used in the classrooms by students and teachers.

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

The goals are concisely written and are simply based on a close review of the disaggregated data compiled from results of the following assessments: DIBELS, SAT, Reading Street Fluency Test, Reading Street Unit Test, Holt Unit Test, County Math Test, AAA, and ASPIRE.

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

Lyeffion Jr. High School wants students along with Special Education students to meet academic goals of the school. If a student is not meeting the academic goal in the classroom, RTI meetings are set up with the principal, teachers, and parents to discuss success for students. Interventions are scheduled for struggling students. The intervention includes the most effective instructional techniques for struggling learners. These students are closely monitored for student success. Special Education students have an IEP which provides students with intervention and classroom accommodations as needed. The Special Education teacher gives explicit instruction in context areas for different grade levels.

## Component 2: Schoolwide Reform Strategies

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

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

**Goal 1:**

Students at Lyeffion Jr. High School in K5-8 will become proficient in reading.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in overall skills in Reading by 05/29/2015 as measured by AAA, SAT, ASPIRE..

**Strategy1:**

Teach and Review Reading Skills - Teachers will use Elmos, projectors, and smart boards to display Reading Street and Holt material. Reading Street and Holt software programs will be used in the classrooms. Reading Street stories will be read by the students with the teachers. Reading Street and Holt worksheets will be done by students. Reading Street and Holt weekly test will be given to the students by the teacher and reading coach on Friday. Reading Street Unit Test will be given by the reading coach to the students every nine weeks. Teachers will post anchor charts on walls. Teachers and reading coach will progress monitor students in Dibels in grades K-2 weekly or as needed. Fluency sheets in grades 1 and 2 are given to the students for a grade weekly. County fluency tests in grades K-2 are given to the students every nine weeks. In grades 3-5 accuracy grades will be weekly or biweekly and also a county accuracy grade will be administered by the reading coaches after each nine weeks of school. Homework on reading skills are given as needed. The prekindergarten teacher will have a system prekindergarten checklist with reading skills. The reading coach will check the skills every nine weeks to make sure the students are mastering the skills. Monitoring used: Reading Street weekly test, unit test, and fluency test. Materials used: Elmos, projectors, Reading Street and Holt materials, reading weekly and unit test, anchor charts, fluency/accuracy sheets, homework sheets, and student planners. Students in grades six through eight will receive reinforcement of reading skills through the use of Anywhere Learning and Stride Academy computer programs, and Global Scholar Benchmark Assessments three times a year.

Research Cited: Shanker, James L. and Eldon E. Ekwall Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003.

Barone, Diana and Marla Mallette. New York: Guilford Press 2013.

Activity - Teach and Review Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Direct Instruction			08/12/2014	05/29/2015	\$500 - Title I Part A \$1250 - Title II Part A	Principal, system reading coach, school reading coach, teachers, school staff, and instructional aides

Activity - Assist teachers in reviewing reading skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System reading coach, school reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Reading Coach, school reading coach, middle school specialist, and teachers.

**Strategy2:**

Small Group Instruction - RTI meetings will be held for students struggling in reading with the principal, reading coaches, special education teacher, librarian, teachers, and parents. IEP meetings will be held for special education students. Academic progress will be checked by the RTI team. The struggling students in grades K5-8 will be given extra help for Tier 3 intervention by the teacher, reading coach, instructional coach, librarian, and other staff members for 20 minutes each day. Special Education students will be helped by the Special Education teacher, coaches, and instructional aides. The strategy will be monitored by the following: progress reports - report cards - informal and formal assessments - Accelerated Reader reports - STAR reading test - Anywhere Learning System - Stride Academy - Global Scholar Performance Series - walk throughs with principal, instructional coaches, and county reading coach - reading unit test, fluency test, weekly selection test, and BASC.

Materials used are the following: progress reports, report cards, RTI papers, AR reports, STAR test, reading unit test and fluency, and BASC.

Research Cited: Shanker, James L. and Eldon E. Ekwall. Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003

Barone, Diane and Marla Mallette. Best Practices in Reading. New York: Guilford Press 2013.

**ACIP**

Lyeffion Jr. High School

Activity - Reread or repeated readings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for grades K-5 will consist of the following activities: <ul style="list-style-type: none"> <li>-Use flash cards with letters of the alphabet</li> <li>- Practice LNF</li> <li>-Practice reading NWF</li> <li>-Progress monitor Dibels booklets: LNF, FSF, NWF, PSF, and OR</li> <li>-Use Reading Street student textbooks to reread stories</li> <li>-Use oral reading passages from Reading Street and Reading Naturally</li> <li>-Practice reading Fry sight word list</li> <li>-Use reading games, such as synonym, homonyms, compound words, plurals, rhyming words, Bingo, and Contraction Matchup</li> <li>-Use Reading Street alphabet letter cards and sound cards</li> <li>-Use Reading Street decodables to reread</li> <li>-Materials: Educational games, such as: Synonyms, Homonyms, Compound Words, Plurals, Rhyming Words, Bingo, and Contraction Matchup. Dibels practice pages, Dibels progress monitoring books, charts, tablets, sentence strips, copy paper, Reading Street alphabet and sound cards, paper, Reading Street student textbooks, and teacher's editions, decodables, student Reading Street workbooks, and worksheets, Sleuth, Holt reading books, folders, pencils, and calculators.</li> </ul>	Direct Instruction			08/12/2014	05/29/2015	\$2281 - Title I Part A	Principal, system reading coach, school reading coach, librarian, teachers, and instructional aides.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title I Part A \$1250 - Title II Part A	Principal, reading coach, librarian, special education teacher, aide, and teachers

**Goal 2:**

Students at Lyeffion Jr. High School in grades K5-8 will become proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/29/2015 as measured by ASPIRE, SAT, EXPLORE, and AAA..

**Strategy1:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the middle school specialist in grades 7-8. Basic skills classes are scheduled for 45 minutes 2 times a week. Graphic organizers will be used in the basic skills class. Students who are

struggling in math can receive extra help during basic skills. Students will also learn math through interactive math games. Materials: math books are needed along with Elmo, graphic organizers, big screen, laptops and computers with A+, Math is Fun, Cool Math 4 Kids, and Internet 4 Classrooms. Teachers will monitor student's progress by looking at math mastered skills on student's math test.

Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Teacher One Stop CD, and Crosswalk Coach.

Activity - Review Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 7th and 8th grade will complete appropriate level material in math in addition to the Core Distance Learning Math Class taught 5 times weekly. Global Scholar Benchmark Assessments will be administered three times a year for grades 6-8 in math. Stride Academy will be used in grades 1-8 for math progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed. The Anywhere Learning System will be used with grades 2-8 to deliver an individual learning program for each student in math. Activities will also include students using key websites including, Math is Fun, and Cool Math 4 Kids. With the key websites students will explore tutorials and quick assessments that match presently learned skills or foundational skills that impact present learning.	Technology			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, middle school specialist, special education teacher, and aide..

**Strategy2:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the system math coach, middle school specialist, and other staff members for grades K4-6th. The prekindergarten teacher will have a system checklist with math skills. Skills will be checked every nine weeks to make sure the students are mastering the skills. Teacher's lesson plans will be checked by the principal. Math lessons will be taught in the classroom and by an interventionist, if needed. The math skills will be monitored by the following: Walk throughs will be done by the principal and math coach. Review skill sheets are given to the student each nine weeks to determine if the student has mastered math skills covered by the teacher. Math test will be given every nine weeks. Homework will be given daily by the teacher. The student will write his homework in the student planner. Students will write their homework on student planners that are provided by the school. Assessment data will be checked periodically by principal, teacher, math coach, and system instructional coach. Stride Academy and Anywhere Learning System computer programs will be used for progress monitoring.

Materials: student worksheets, study guides, paper, student books, flashcards(addition, subtraction, multiplication, and division), dry erase boards, wall charts, clocks, play money, rulers, tape measures, unifix cubes, fraction bars, scales, base 10, 100th charts, charts, graphs, anchor charts, color tiles, pattern blocks, student planners, Twist and Shout games, Bingo games, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, computers, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), workbooks, copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, pencils, and storage boxes.

Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Crosswalk Coach for the Common Core Align to Common Core Standards, and Buckle Down.

**ACIP**

Lyeffion Jr. High School

Activity - Assist teachers in reviewing math skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach, reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Math Coach, instructional coach, middle school specialist, and teachers.

Activity - Teach and Review Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Students in grades K5-8 will use worksheets to practice math skills. -Students will use math study guides to practice for county math test. - Teachers use addition, subtraction, multiplication, and division flashcards. - Teachers will use AMSTI math materials. - Teachers will post anchor charts on walls. - Teachers will use Go Math (grades 3-5) workbooks. - Students in 6-8 grades will use Global Scholar Benchmark Assessments - Students in grades 7th and 8th will have Distance Learning for math - Students in grades 1-8 will use Stride Academy for progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed - Students in grades 2-8 will use the Anywhere Learning System to improve math skills through interactive academic assessments. Teachers and students will use technology: Calculators, Ipads, math apps for grade level, computers - educational math games (A+, Funbrain, Math Playground, Internet 4 Classrooms, Math Is Fun, Cool Math 4 Kids), Elmos, and projectors for multistep problems. - Teachers and students will use graphs and charts. Students will use planners for homework.	Technology			08/12/2014	05/29/2015	\$4281 - Title I Part A	Teachers, system instructional coach, librarian, special education teacher, math coach, and instructional aides

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in math.	Professional Learning			08/12/2014	05/29/2015	\$1400 - Title II Part A \$300 - Title I Part A	Principal, teachers, instructional coach, librarian, special education teacher, instructional aides

**Strategy3:**

Small Group Intervention - RTI meetings will be held by the principal, reading coach, special education teacher, counselor, and teachers to discuss struggling students in math. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. The IEP will determine the selected intervention program that will be beneficial for students

receiving special education services. The struggling students in grades K5-8 will have extra math help by the county math coach, middle school specialist, librarian, and other staff members. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. Materials: student books, math sheets, flashcards, dry erase boards, wall charts, student planners, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, and storage boxes.

Research Cited: Best Practices in Math, Go Math, Buckle Down, and Crosswalk Coach for the Common Core State Standards.

Activity - Review math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Struggling students in grades 5-6 will get extra help for math from the county math coach, county middle school specialist, librarian, teachers, and staff. These students will be pulled by the math coach, teachers, and staff for intervention for 20 minutes of extra help in math. -Small group instruction will be monitored by assessments.</p> <p>-The math coach, teachers, and staff will use the following to help the students with intervention: math worksheets, student planners, flashcards, dry erase boards, Go Math workbooks, AMSTI materials, and math games.</p> <p>- The math coach, teachers, and staff will work on math skills that the student is struggling with according to the student's grade level. Sometimes, teachers will have sheets and activities planned for the interventionist. Also, the interventionist will have sheets and activities for the struggling students.</p>	Direct Instruction			08/12/2014	05/29/2015	\$354 - Title I Part A	Principal, teachers, librarian, counselor, and Instructional coaches

**Goal 3:**

Reading and math coaches, instructional coach, teachers, librarian, and instructional aide will use technology to enhance academic skills.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/28/2014 as measured by completion of assignments..

**Strategy1:**

Reading Instruction Through Technology - Teachers, special education teacher, librarian, reading coach, and instructional coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology times will be scheduled for reading skills. The Big Universe program and Destiny, the automated library program, will be used in computer lab or library. Mastery of skills will be monitored by teacher observation, Reading Street and Holt Test, STAR reading test, Accelerated Reader test, A+ assessment sheets, and Common Core Standards for reading in grades K5-8 and special

education.

Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, professional workshops, smart boards, Reading Street and Holt reading programs, Accelerated Reading, Accelerated Reader books, and computer programs, such as the following: A+, Starfall, Penguin Paint, Storyline Online, Walke, and STAR reading.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

Activity - Reinforcing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing reading skills that meet the Common Core Standards, such as vocabulary, sentence structure, main idea, sequencing, character, plot, compare and contrast, and close reading.	Technology			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, instructional coach, special education teacher and aide, librarian, reading and math coaches, and middle school specialist.

Activity - Monitoring STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR reading test will be administered to the students in October and May. The students in grades 1-6 are given the STAR reading test by the librarian in the computer lab. In October STAR reading scores are viewed by the teachers to see the student's starting reading level. In May teachers look at STAR scores to see if students have increased their reading level.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, reading coach, instructional coach, librarian, and teachers

Activity - Assist teachers in reviewing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System reading coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	System reading coach, instructional specialist, middle school specialist, and teachers.

Activity - Technology resources focusing on differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-8 are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach reading. K5-4th grade classes have 5 Ipads which are utilized for Tier 2 and 3 instruction for reading. Grade level educational apps are downloaded to the Ipad to reinforce reading skills being taught in the classroom. Accelerated Reader is on the Ipads and computers in grades 1-5. Educational sites, such as Walke, Starfall, Storyline Online, and Big Universe are used on some computers for literary centers. Elmos and projectors are used by teachers to teach the Reading Street and the Holt reading program. The 6th grade will use media clips with the Holt program. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Grades 2nd-8th grade will use A+ program in the computer lab.	Technology			08/12/2014	05/29/2015	\$3450 - Title I Part A	Principal, instructional coach, reading coach, librarian, teachers, middle school specialist, special education teacher, and aide.

Activity - Encouraging differentiated reading practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader program will be used in 1st-6th grade. Students will select books from the library, classroom, or read a book online and take an Accelerated Reader test in the computer lab or classroom. Accelerated Reader encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, Accelerated Reader helps teachers set personalized goals for each student, and guide students to books difficult enough to keep them challenged, but not so difficult to cause frustration. Also, Accelerated Reader helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills. Accelerated Reader provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction of invention. Students get instant feedback to help motivate success with the use of the TOPS report. The instructional coach and librarian motivate the students in December and May with incentives.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, instructional coach, reading coach, librarian, and teachers

Activity - Integrating Technology in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to advance reading instruction through technology.	Professional Learning			08/12/2014	05/29/2015	\$300 - Title I Part A \$1464 - Title II Part A	Principal, instructional coach, librarian, special education teacher, teachers, and instructional aides.

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 06/03/2014 as measured by completion of assignments..

**Strategy1:**

Instruction Through Technology - Teachers, special education teacher, librarian, middle school specialist, and math coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology time will be scheduled for math skills. Mastery of skills will be monitored by teacher observation, math test, STAR math test scores, and A+ assessment sheets. Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, smart boards, and programs, such as the following: A+, Starfall, Fun Brain, Math Playground, STAR math, and AAA math.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments:

STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

Activity - Assist teachers in reviewing math skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	System math coach, instructional specialist, middle school specialist, and teachers.

Activity - Reinforcing math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing math skills that meet the Common Core Standards, such as addition, subtraction, multiplication, division, fractions, graphs, word problems, equations, Geometry, Pre-Algebra, and Algebra. Special Education classes use AAA math, an online program.	Technology			08/12/2014	05/29/2015	\$581 - Title I Part A	Teachers, special education teacher, librarian, and math coach.

Activity - Monitoring STAR Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR math test will be administered by the librarian to the students in in grade K-8 in October and May. STAR math scores are given to the teachers. -STAR math scores are viewed by teachers in October to see the starting math level and to see if students have increased their math level in May.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, math coach, instructional coach, librarian, and teachers

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to improve technology skills in math.	Professional Learning			08/12/2014	05/29/2015	\$1464 - Title II Part A \$300 - Title I Part A	Principal, instructional coach, librarian, special education teacher and aide, and teachers

Activity - Technology resources focusing on differentiated instruction in math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach math. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Special Education classes use AAA Math, an online program. Grades 2nd-8th grade will use A+ program in the computer lab.	Technology			08/12/2014	05/29/2015	\$3000 - Title I Part A	Math coaches, librarian, teachers, special education teacher, and special education aide

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

**Goal 1:**

Students at Lyeffion Jr. High School in K5-8 will become proficient in reading.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in overall skills in Reading by 05/29/2015 as measured by AAA, SAT, ASPIRE..

**Strategy1:**

Teach and Review Reading Skills - Teachers will use Elmos, projectors, and smart boards to display Reading Street and Holt material. Reading Street and Holt software programs will be used in the classrooms. Reading Street stories will be read by the students with the teachers. Reading Street and Holt worksheets will be done by students. Reading Street and Holt weekly test will be given to the students by the teacher and reading coach on Friday. Reading Street Unit Test will be given by the reading coach to the students every nine weeks. Teachers will post anchor charts on walls. Teachers and reading coach will progress monitor students in Dibels in grades K-2 weekly or as needed. Fluency sheets in grades 1 and 2 are given to the students for a grade weekly. County fluency tests in grades K-2 are given to the students every nine weeks. In grades 3-5 accuracy grades will be weekly or biweekly and also a county accuracy grade will be administered by the reading coaches after each nine weeks of school. Homework on reading skills are given as needed. The prekindergarten teacher will have a system prekindergarten checklist with reading skills. The reading coach will check the skills every nine weeks to make sure the students are mastering the skills. Monitoring used: Reading Street weekly test, unit test, and fluency test. Materials used: Elmos, projectors, Reading Street and Holt materials, reading weekly and unit test, anchor charts, fluency/accuracy sheets, homework sheets, and student planners. Students in grades six through eight will receive reinforcement of reading skills through the use of Anywhere Learning and Stride Academy computer programs, and Global Scholar Benchmark Assessments three times a year.

Research Cited: Shanker, James L. and Eldon E. Ekwall Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003.

Barone, Diana and Marla Mallette. New York: Guilford Press 2013.

Activity - Assist teachers in reviewing reading skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System reading coach, school reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Reading Coach, school reading coach, middle school specialist, and teachers.

Activity - Teach and Review Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Direct Instruction			08/12/2014	05/29/2015	\$500 - Title I Part A \$1250 - Title II Part A	Principal, system reading coach, school reading coach, teachers, school staff, and instructional aides

### Strategy2:

Small Group Instruction - RTI meetings will be held for students struggling in reading with the principal, reading coaches, special education teacher, librarian, teachers, and parents. IEP meetings will be held for special education students. Academic progress will be checked by the RTI team. The struggling students in grades K5-8 will be given extra help for Tier 3 intervention by the teacher, reading coach, instructional coach, librarian, and other staff members for 20 minutes each day. Special Education students will be helped by the Special Education teacher, coaches, and instructional aides. The strategy will be monitored by the following: progress reports - report cards - informal and formal assessments - Accelerated Reader reports - STAR reading test - Anywhere Learning System - Stride Academy - Global Scholar Performance Series - walk throughs with principal, instructional coaches, and county reading coach - reading unit test, fluency test, weekly selection test, and BASC.

Materials used are the following: progress reports, report cards, RTI papers, AR reports, STAR test, reading unit test and fluency, and BASC.

Research Cited: Shanker, James L. and Eldon E. Ekwall. Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003

Barone, Diane and Marla Mallette. Best Practices in Reading. New York: Guilford Press 2013.

**ACIP**

Lyeffion Jr. High School

Activity - Reread or repeated readings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for grades K-5 will consist of the following activities: <ul style="list-style-type: none"> <li>-Use flash cards with letters of the alphabet</li> <li>- Practice LNF</li> <li>-Practice reading NWF</li> <li>-Progress monitor Dibels booklets: LNF, FSF, NWF, PSF, and OR</li> <li>-Use Reading Street student textbooks to reread stories</li> <li>-Use oral reading passages from Reading Street and Reading Naturally</li> <li>-Practice reading Fry sight word list</li> <li>-Use reading games, such as synonym, homonyms, compound words, plurals, rhyming words, Bingo, and Contraction Matchup</li> <li>-Use Reading Street alphabet letter cards and sound cards</li> <li>-Use Reading Street decodables to reread</li> <li>-Materials: Educational games, such as: Synonyms, Homonyms, Compound Words, Plurals, Rhyming Words, Bingo, and Contraction Matchup. Dibels practice pages, Dibels progress monitoring books, charts, tablets, sentence strips, copy paper, Reading Street alphabet and sound cards, paper, Reading Street student textbooks, and teacher's editions, decodables, student Reading Street workbooks, and worksheets, Sleuth, Holt reading books, folders, pencils, and calculators.</li> </ul>	Direct Instruction			08/12/2014	05/29/2015	\$2281 - Title I Part A	Principal, system reading coach, school reading coach, librarian, teachers, and instructional aides.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title I Part A \$1250 - Title II Part A	Principal, reading coach, librarian, special education teacher, aide, and teachers

**Goal 2:**

Students at Lyeffion Jr. High School in grades K5-8 will become proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/29/2015 as measured by ASPIRE, SAT, EXPLORE, and AAA..

**Strategy1:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the system math coach, middle school specialist, and other staff members for grades K4-6th. The prekindergarten teacher will have a system checklist with math skills. Skills will

be checked every nine weeks to make sure the students are mastering the skills. Teacher's lesson plans will be checked by the principal. Math lessons will be taught in the classroom and by an interventionist, if needed. The math skills will be monitored by the following: Walk throughs will be done by the principal and math coach. Review skill sheets are given to the student each nine weeks to determine if the student has mastered math skills covered by the teacher. Math test will be given every nine weeks. Homework will be given daily by the teacher. The student will write his homework in the student planner. Students will write their homework on student planners that are provided by the school. Assessment data will be checked periodically by principal, teacher, math coach, and system instructional coach. Stride Academy and Anywhere Learning System computer programs will be used for progress monitoring.

Materials: student worksheets, study guides, paper, student books, flashcards(addition, subtraction, multiplication, and division), dry erase boards, wall charts, clocks, play money, rulers, tape measures, unifix cubes, fraction bars, scales, base 10, 100th charts, charts, graphs, anchor charts, color tiles, pattern blocks, student planners, Twist and Shout games, Bingo games, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, computers, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), workbooks, copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, pencils, and storage boxes.

Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Crosswalk Coach for the Common Core Align to Common Core Standards, and Buckle Down.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in math.	Professional Learning			08/12/2014	05/29/2015	\$1400 - Title II Part A \$300 - Title I Part A	Principal, teachers, instructional coach, librarian, special education teacher, instructional aides

Activity - Assist teachers in reviewing math skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach, reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Math Coach, instructional coach, middle school specialist, and teachers.

Activity - Teach and Review Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Students in grades K5-8 will use worksheets to practice math skills. -Students will use math study guides to practice for county math test. - Teachers use addition, subtraction, multiplication, and division flashcards. - Teachers will use AMSTI math materials. - Teachers will post anchor charts on walls. - Teachers will use Go Math (grades 3-5) workbooks. - Students in 6-8 grades will use Global Scholar Benchmark Assessments - Students in grades 7th and 8th will have Distance Learning for math - Students in grades 1-8 will use Stride Academy for progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed - Students in grades 2-8 will use the Anywhere Learning System to improve math skills through interactive academic assessments. Teachers and students will use technology: Calculators, I pads, math apps for grade level, computers - educational math games (A+, Funbrain, Math Playground, Internet 4 Classrooms, Math Is Fun, Cool Math 4 Kids), Elmos, and projectors for multistep problems. - Teachers and students will use graphs and charts. Students will use planners for homework.</p>	Technology			08/12/2014	05/29/2015	\$4281 - Title I Part A	Teachers, system instructional coach, librarian, special education teacher, math coach, and instructional aides

**Strategy2:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the middle school specialist in grades 7-8. Basic skills classes are scheduled for 45 minutes 2 times a week. Graphic organizers will be used in the basic skills class. Students who are struggling in math can receive extra help during basic skills. Students will also learn math through interactive math games. Materials: math books are needed along with Elmo, graphic organizers, big screen, laptops and computers with A+, Math is Fun, Cool Math 4 Kids, and Internet 4 Classrooms. Teachers will monitor student's progress by looking at math mastered skills on student's math test. Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Teacher One Stop CD, and Crosswalk Coach.

Activity - Review Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students in 7th and 8th grade will complete appropriate level material in math in addition to the Core Distance Learning Math Class taught 5 times weekly. Global Scholar Benchmark Assessments will be administered three times a year for grades 6-8 in math. Stride Academy will be used in grades 1-8 for math progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed. The Anywhere Learning System will be used with grades 2-8 to deliver an individual learning program for each student in math. Activities will also include students using key websites including, Math is Fun, and Cool Math 4 Kids. With the key websites students will explore tutorials and quick assessments that match presently learned skills or foundational skills that impact present learning.</p>	Technology			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, middle school specialist, special education teacher, and aide..

**Strategy3:**

Small Group Intervention - RTI meetings will be held by the principal, reading coach, special education teacher, counselor, and teachers to discuss struggling students in math. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. The IEP will determine the selected intervention program that will be beneficial for students receiving special education services. The struggling students in grades K5-8 will have extra math help by the county math coach, middle school specialist, librarian, and other staff members. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. Materials: student books, math sheets, flashcards, dry erase boards, wall charts, student planners, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, and storage boxes.

Research Cited: Best Practices in Math, Go Math, Buckle Down, and Crosswalk Coach for the Common Core State Standards.

Activity - Review math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Struggling students in grades 5-6 will get extra help for math from the county math coach, county middle school specialist, librarian, teachers, and staff. These students will be pulled by the math coach, teachers, and staff for intervention for 20 minutes of extra help in math. -Small group instruction will be monitored by assessments.</p> <p>-The math coach, teachers, and staff will use the following to help the students with intervention: math worksheets, student planners, flashcards, dry erase boards, Go Math workbooks, AMSTI materials, and math games.</p> <p>- The math coach, teachers, and staff will work on math skills that the student is struggling with according to the student's grade level. Sometimes, teachers will have sheets and activities planned for the interventionist. Also, the interventionist will have sheets and activities for the struggling students.</p>	Direct Instruction			08/12/2014	05/29/2015	\$354 - Title I Part A	Principal, teachers, librarian, counselor, and Instructional coaches

**Goal 3:**

Reading and math coaches, instructional coach, teachers, librarian, and instructional aide will use technology to enhance academic skills.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 06/03/2014 as measured by completion of assignments..

**Strategy1:**

Instruction Through Technology - Teachers, special education teacher, librarian, middle school specialist, and math coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology time will be scheduled for math skills. Mastery of skills will be monitored by teacher observation, math test, STAR math test scores, and A+ assessment sheets. Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, smart boards, and programs, such as the following: A+, Starfall, Fun Brain, Math Playground, STAR math, and AAA math.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

Activity - Technology resources focusing on differentiated instruction in math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach math. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Special Education classes use AAA Math, an online program. Grades 2nd-8th grade will use A+ program in the computer lab.	Technology			08/12/2014	05/29/2015	\$3000 - Title I Part A	Math coaches, librarian, teachers, special education teacher, and special education aide

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to improve technology skills in math.	Professional Learning			08/12/2014	05/29/2015	\$300 - Title I Part A \$1464 - Title II Part A	Principal, instructional coach, librarian, special education teacher and aide, and teachers

Activity - Reinforcing math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing math skills that meet the Common Core Standards, such as addition, subtraction, multiplication, division, fractions, graphs, word problems, equations, Geometry, Pre-Algebra, and Algebra. Special Education classes use AAA math, an online program.	Technology			08/12/2014	05/29/2015	\$581 - Title I Part A	Teachers, special education teacher, librarian, and math coach.

Activity - Monitoring STAR Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR math test will be administered by the librarian to the students in in grade K-8 in October and May. STAR math scores are given to the teachers. -STAR math scores are viewed by teachers in October to see the starting math level and to see if students have increased their math level in May.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, math coach, instructional coach, librarian, and teachers

Activity - Assist teachers in reviewing math skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	System math coach, instructional specialist, middle school specialist, and teachers.

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/28/2014 as measured by completion of assignments..

**Strategy1:**

Reading Instruction Through Technology - Teachers, special education teacher, librarian, reading coach, and instructional coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology times will be scheduled for reading skills. The Big Universe program and Destiny, the automated library program, will be used in computer lab or library. Mastery of skills will be monitored by teacher observation, Reading Street and Holt Test, STAR reading test, Accelerated Reader test, A+ assessment sheets, and Common Core Standards for reading in grades K5-8 and special education.

Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, professional workshops, smart boards, Reading Street and Holt reading programs, Accelerated Reading, Accelerated Reader books, and computer programs, such as the following: A+, Starfall, Penguin Paint, Storyline Online, Walke, and STAR reading.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

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Activity - Technology resources focusing on differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers in K-8 are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach reading. K5-4th grade classes have 5 Ipads which are utilized for Tier 2 and 3 instruction for reading. Grade level educational apps are downloaded to the Ipad to reinforce reading skills being taught in the classroom. Accelerated Reader is on the Ipads and computers in grades 1-5. Educational sites, such as Walke, Starfall, Storyline Online, and Big Universe are used on some computers for literary centers. Elmos and projectors are used by teachers to teach the Reading Street and the Holt reading program. The 6th grade will use media clips with the Holt program. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Grades 2nd-8th grade will use A+ program in the computer lab.</p>	Technology			08/12/2014	05/29/2015	\$3450 - Title I Part A	Principal, instructional coach, reading coach, librarian, teachers, middle school specialist, special education teacher, and aide.

Activity - Assist teachers in reviewing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>System reading coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.</p>	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	System reading coach, instructional specialist, middle school specialist, and teachers.

**ACIP**

Lyeffion Jr. High School

Activity - Encouraging differentiated reading practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader program will be used in 1st-6th grade. Students will select books from the library, classroom, or read a book online and take an Accelerated Reader test in the computer lab or classroom. Accelerated Reader encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, Accelerated Reader helps teachers set personalized goals for each student, and guide students to books difficult enough to keep them challenged, but not so difficult to cause frustration. Also, Accelerated Reader helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills. Accelerated Reader provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction of invention. Students get instant feedback to help motivate success with the use of the TOPS report. The instructional coach and librarian motivate the students in December and May with incentives.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, instructional coach, reading coach, librarian, and teachers

Activity - Integrating Technology in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to advance reading instruction through technology.	Professional Learning			08/12/2014	05/29/2015	\$1464 - Title II Part A \$300 - Title I Part A	Principal, instructional coach, librarian, special education teacher, teachers, and instructional aides.

Activity - Reinforcing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing reading skills that meet the Common Core Standards, such as vocabulary, sentence structure, main idea, sequencing, character, plot, compare and contrast, and close reading.	Technology			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, instructional coach, special education teacher and aide, librarian, reading and math coaches, and middle school specialist.

Activity - Monitoring STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR reading test will be administered to the students in October and May. The students in grades 1-6 are given the STAR reading test by the librarian in the computer lab. In October STAR reading scores are viewed by the teachers to see the student's starting reading level. In May teachers look at STAR scores to see if students have increased their reading level.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, reading coach, instructional coach, librarian, and teachers

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

**Goal 1:**

Students at Lyeffion Jr. High School in K5-8 will become proficient in reading.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in overall skills in Reading by 05/29/2015 as measured by AAA, SAT, ASPIRE..

**Strategy1:**

Small Group Instruction - RTI meetings will be held for students struggling in reading with the principal, reading coaches, special education teacher, librarian, teachers, and parents. IEP meetings will be held for special education students. Academic progress will be checked by the RTI team. The struggling students in grades K5-8 will be given extra help for Tier 3 intervention by the teacher, reading coach, instructional coach, librarian, and other staff members for 20 minutes each day. Special Education students will be helped by the Special Education teacher, coaches, and instructional aides. The strategy will be monitored by the following: progress reports - report cards - informal and formal assessments - Accelerated Reader reports - STAR reading test - Anywhere Learning System - Stride Academy - Global Scholar Performance Series - walk throughs with principal, instructional coaches, and county reading coach - reading unit test, fluency test, weekly selection test, and BASC.

Materials used are the following: progress reports, report cards, RTI papers, AR reports, STAR test, reading unit test and fluency, and BASC.

Research Cited: Shanker, James L. and Eldon E. Ekwall. Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003

Barone, Diane and Marla Mallette. Best Practices in Reading. New York: Guilford Press 2013.

Activity - Reread or repeated readings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for grades K-5 will consist of the following activities: -Use flash cards with letters of the alphabet - Practice LNF -Practice reading NWF -Progress monitor Dibels booklets: LNF, FSF, NWF, PSF, and OR -Use Reading Street student textbooks to reread stories -Use oral reading passages from Reading Street and Reading Naturally -Practice reading Fry sight word list -Use reading games, such as synonym, homonyms, compound words, plurals, rhyming words, Bingo, and Contraction Matchup -Use Reading Street alphabet letter cards and sound cards -Use Reading Street decodables to reread -Materials: Educational games, such as: Synonyms, Homonyms, Compound Words, Plurals, Rhyming Words, Bingo, and Contraction Matchup. Dibels practice pages, Dibels progress monitoring books, charts, tablets, sentence strips, copy paper, Reading Street alphabet and sound cards, paper, Reading Street student textbooks, and teacher's editions, decodables, student Reading Street workbooks, and worksheets, Sleuth, Holt reading books, folders, pencils, and calculators.	Direct Instruction			08/12/2014	05/29/2015	\$2281 - Title I Part A	Principal, system reading coach, school reading coach, librarian, teachers, and instructional aides.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title I Part A \$1250 - Title II Part A	Principal, reading coach, librarian, special education teacher, aide, and teachers

**Strategy2:**

Teach and Review Reading Skills - Teachers will use Elmos, projectors, and smart boards to display Reading Street and Holt material. Reading Street and Holt software programs will be used in the classrooms. Reading Street stories will be read by the students with the teachers. Reading Street and Holt worksheets will be done by students. Reading Street and Holt weekly test will be given to the students by the teacher and reading coach on Friday. Reading Street Unit Test will be given by the reading coach to the students every nine weeks. Teachers will post anchor charts on walls. Teachers and reading coach will progress monitor students in Dibels in grades K-2 weekly or as needed. Fluency sheets in grades 1 and 2 are given to the students for a grade weekly. County fluency tests in grades K-2 are given to the students every nine weeks. In grades 3-5 accuracy grades will be weekly or biweekly and also a county accuracy grade will be administered by the reading coaches after each nine weeks of school. Homework on reading skills are given as needed. The prekindergarten teacher will have a system prekindergarten checklist with reading skills. The reading coach will check the skills every nine weeks to make sure the students are mastering the skills. Monitoring used: Reading Street weekly test, unit test, and fluency test. Materials used: Elmos, projectors, Reading Street and Holt materials, reading weekly and unit test, anchor charts, fluency/accuracy sheets, homework sheets, and

student planners. Students in grades six through eight will receive reinforcement of reading skills through the use of Anywhere Learning and Stride Academy computer programs, and Global Scholar Benchmark Assessments three times a year.

Research Cited: Shanker, James L. and Eldon E. Ekwall Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003.

Barone, Diana and Marla Mallette. New York: Guilford Press 2013.

Activity - Teach and Review Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Direct Instruction			08/12/2014	05/29/2015	\$1250 - Title II Part A \$500 - Title I Part A	Principal, system reading coach, school reading coach, teachers, school staff, and instructional aides

Activity - Assist teachers in reviewing reading skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System reading coach, school reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Reading Coach, school reading coach, middle school specialist, and teachers.

**Goal 2:**

Students at Lyeffion Jr. High School in grades K5-8 will become proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/29/2015 as measured by ASPIRE, SAT, EXPLORE, and AAA..

**Strategy1:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the system math coach, middle school specialist, and other staff members for grades K4-6th. The prekindergarten teacher will have a system checklist with math skills. Skills will be checked every nine weeks to make sure the students are mastering the skills. Teacher's lesson plans will be checked by the principal. Math lessons will be taught in the classroom and by an interventionist, if needed. The math skills will be monitored by the following: Walk throughs will be done by the principal and math coach. Review skill sheets are given to the student each nine weeks to determine if the student has mastered math skills covered by the teacher. Math test will be given every nine weeks. Homework will be given daily by the teacher. The student will write his homework in the student planner. Students will write their homework on student planners that are provided by the school. Assessment data will be checked periodically by principal, teacher, math coach, and system instructional coach. Stride Academy and Anywhere Learning System computer programs will be used for progress monitoring.

Materials: student worksheets, study guides, paper, student books, flashcards(addition, subtraction, multiplication, and division), dry erase boards, wall charts, clocks, play money, rulers, tape measures, unifix cubes, fraction bars, scales, base 10, 100th charts, charts, graphs,

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anchor charts, color tiles, pattern blocks, student planners, Twist and Shout games, Bingo games, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, computers, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), workbooks, copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, pencils, and storage boxes.

Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Crosswalk Coach for the Common Core Align to Common Core Standards, and Buckle Down.

Activity - Teach and Review Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Students in grades K5-8 will use worksheets to practice math skills. -Students will use math study guides to practice for county math test. - Teachers use addition, subtraction, multiplication, and division flashcards. - Teachers will use AMSTI math materials. - Teachers will post anchor charts on walls. - Teachers will use Go Math (grades 3-5) workbooks. - Students in 6-8 grades will use Global Scholar Benchmark Assessments - Students in grades 7th and 8th will have Distance Learning for math - Students in grades 1-8 will use Stride Academy for progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed - Students in grades 2-8 will use the Anywhere Learning System to improve math skills through interactive academic assessments. Teachers and students will use technology: Calculators, Ipads, math apps for grade level, computers - educational math games (A+, Funbrain, Math Playground, Internet 4 Classrooms, Math Is Fun, Cool Math 4 Kids), Elmos, and projectors for multistep problems. - Teachers and students will use graphs and charts. Students will use planners for homework.	Technology			08/12/2014	05/29/2015	\$4281 - Title I Part A	Teachers, system instructional coach, librarian, special education teacher, math coach, and instructional aides

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in math.	Professional Learning			08/12/2014	05/29/2015	\$300 - Title I Part A \$1400 - Title II Part A	Principal, teachers, instructional coach, librarian, special education teacher, instructional aides

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Activity - Assist teachers in reviewing math skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach, reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Math Coach, instructional coach, middle school specialist, and teachers.

**Strategy2:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the middle school specialist in grades 7-8. Basic skills classes are scheduled for 45 minutes 2 times a week. Graphic organizers will be used in the basic skills class. Students who are struggling in math can receive extra help during basic skills. Students will also learn math through interactive math games. Materials: math books are needed along with Elmo, graphic organizers, big screen, laptops and computers with A+, Math is Fun, Cool Math 4 Kids, and Internet 4 Classrooms. Teachers will monitor student's progress by looking at math mastered skills on student's math test. Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Teacher One Stop CD, and Crosswalk Coach.

Activity - Review Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 7th and 8th grade will complete appropriate level material in math in addition to the Core Distance Learning Math Class taught 5 times weekly. Global Scholar Benchmark Assessments will be administered three times a year for grades 6-8 in math. Stride Academy will be used in grades 1-8 for math progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed. The Anywhere Learning System will be used with grades 2-8 to deliver an individual learning program for each student in math. Activities will also include students using key websites including, Math is Fun, and Cool Math 4 Kids. With the key websites students will explore tutorials and quick assessments that match presently learned skills or foundational skills that impact present learning.	Technology			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, middle school specialist, special education teacher, and aide..

**Strategy3:**

Small Group Intervention - RTI meetings will be held by the principal, reading coach, special education teacher, counselor, and teachers to discuss struggling students in math. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. The IEP will determine the selected intervention program that will be beneficial for students receiving special education services. The struggling students in grades K5-8 will have extra math help by the county math coach, middle school specialist, librarian, and other staff members. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. Materials: student books, math sheets, flashcards, dry erase boards, wall charts, student planners, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, and storage boxes.

Research Cited: Best Practices in Math, Go Math, Buckle Down, and Crosswalk Coach for the Common Core State Standards.

Activity - Review math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Struggling students in grades 5-6 will get extra help for math from the county math coach, county middle school specialist, librarian, teachers, and staff. These students will be pulled by the math coach, teachers, and staff for intervention for 20 minutes of extra help in math. -Small group instruction will be monitored by assessments.</p> <p>-The math coach, teachers, and staff will use the following to help the students with intervention: math worksheets, student planners, flashcards, dry erase boards, Go Math workbooks, AMSTI materials, and math games.</p> <p>- The math coach, teachers, and staff will work on math skills that the student is struggling with according to the student's grade level. Sometimes, teachers will have sheets and activities planned for the interventionist. Also, the interventionist will have sheets and activities for the struggling students.</p>	Direct Instruction			08/12/2014	05/29/2015	\$354 - Title I Part A	Principal, teachers, librarian, counselor, and Instructional coaches

**Goal 3:**

Reading and math coaches, instructional coach, teachers, librarian, and instructional aide will use technology to enhance academic skills.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/28/2014 as measured by completion of assignments..

**Strategy1:**

Reading Instruction Through Technology - Teachers, special education teacher, librarian, reading coach, and instructional coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology times will be scheduled for reading skills. The Big Universe program and Destiny, the automated library program, will be used in computer lab or library. Mastery of skills will be monitored by teacher observation, Reading Street and Holt Test, STAR reading test, Accelerated Reader test, A+ assessment sheets, and Common Core Standards for reading in grades K5-8 and special education.

Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, professional workshops, smart boards, Reading Street and Holt reading programs, Accelerated Reading, Accelerated Reader books, and computer programs, such as the following: A+, Starfall, Penguin Paint, Storyline Online, Walke, and STAR reading.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

Activity - Integrating Technology in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to advance reading instruction through technology.	Professional Learning			08/12/2014	05/29/2015	\$1464 - Title II Part A \$300 - Title I Part A	Principal, instructional coach, librarian, special education teacher, teachers, and instructional aides.

Activity - Encouraging differentiated reading practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader program will be used in 1st-6th grade. Students will select books from the library, classroom, or read a book online and take an Accelerated Reader test in the computer lab or classroom. Accelerated Reader encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, Accelerated Reader helps teachers set personalized goals for each student, and guide students to books difficult enough to keep them challenged, but not so difficult to cause frustration. Also, Accelerated Reader helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills. Accelerated Reader provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction of invention. Students get instant feedback to help motivate success with the use of the TOPS report. The instructional coach and librarian motivate the students in December and May with incentives.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, instructional coach, reading coach, librarian, and teachers

Activity - Reinforcing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing reading skills that meet the Common Core Standards, such as vocabulary, sentence structure, main idea, sequencing, character, plot, compare and contrast, and close reading.	Technology			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, instructional coach, special education teacher and aide, librarian, reading and math coaches, and middle school specialist.

Activity - Assist teachers in reviewing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System reading coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	System reading coach, instructional specialist, middle school specialist, and teachers.

Activity - Technology resources focusing on differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-8 are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach reading. K5-4th grade classes have 5 Ipads which are utilized for Tier 2 and 3 instruction for reading. Grade level educational apps are downloaded to the Ipad to reinforce reading skills being taught in the classroom. Accelerated Reader is on the Ipads and computers in grades 1-5. Educational sites, such as Walke, Starfall, Storyline Online, and Big Universe are used on some computers for literary centers. Elmos and projectors are used by teachers to teach the Reading Street and the Holt reading program. The 6th grade will use media clips with the Holt program. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Grades 2nd-8th grade will use A+ program in the computer lab.	Technology			08/12/2014	05/29/2015	\$3450 - Title I Part A	Principal, instructional coach, reading coach, librarian, teachers, middle school specialist, special education teacher, and aide.

Activity - Monitoring STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR reading test will be administered to the students in October and May. The students in grades 1-6 are given the STAR reading test by the librarian in the computer lab. In October STAR reading scores are viewed by the teachers to see the student's starting reading level. In May teachers look at STAR scores to see if students have increased their reading level.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, reading coach, instructional coach, librarian, and teachers

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 06/03/2014 as measured by completion of assignments..

**Strategy1:**

Instruction Through Technology - Teachers, special education teacher, librarian, middle school specialist, and math coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology time will be scheduled for math skills. Mastery of skills will be monitored by teacher observation, math test, STAR math test scores, and A+ assessment sheets. Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, smart boards, and programs, such as the following: A+, Starfall, Fun Brain, Math Playground, STAR math, and AAA math.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

Activity - Reinforcing math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing math skills that meet the Common Core Standards, such as addition, subtraction, multiplication, division, fractions, graphs, word problems, equations, Geometry, Pre-Algebra, and Algebra. Special Education classes use AAA math, an online program.	Technology			08/12/2014	05/29/2015	\$581 - Title I Part A	Teachers, special education teacher, librarian, and math coach.

Activity - Monitoring STAR Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR math test will be administered by the librarian to the students in in grade K-8 in October and May. STAR math scores are given to the teachers. -STAR math scores are viewed by teachers in October to see the starting math level and to see if students have increased their math level in May.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, math coach, instructional coach, librarian, and teachers

Activity - Assist teachers in reviewing math skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	System math coach, instructional specialist, middle school specialist, and teachers.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to improve technology skills in math.	Professional Learning			08/12/2014	05/29/2015	\$1464 - Title II Part A \$300 - Title I Part A	Principal, instructional coach, librarian, special education teacher and aide, and teachers

Activity - Technology resources focusing on differentiated instruction in math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach math. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Special Education classes use AAA Math, an online program. Grades 2nd-8th grade will use A+ program in the computer lab.	Technology			08/12/2014	05/29/2015	\$3000 - Title I Part A	Math coaches, librarian, teachers, special education teacher, and special education aide

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

Goal 1:

Students at Lyeffion Jr. High School in K5-8 will become proficient in reading.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in overall skills in Reading by 05/29/2015 as measured by AAA, SAT, ASPIRE..

**Strategy1:**

Small Group Instruction - RTI meetings will be held for students struggling in reading with the principal, reading coaches, special education teacher, librarian, teachers, and parents. IEP meetings will be held for special education students. Academic progress will be checked by the RTI team. The struggling students in grades K5-8 will be given extra help for Tier 3 intervention by the teacher, reading coach, instructional coach, librarian, and other staff members for 20 minutes each day. Special Education students will be helped by the Special Education teacher, coaches, and instructional aides. The strategy will be monitored by the following: progress reports - report cards - informal and formal assessments - Accelerated Reader reports - STAR reading test - Anywhere Learning System - Stride Academy - Global Scholar Performance Series - walk throughs with principal, instructional coaches, and county reading coach - reading unit test, fluency test, weekly selection test, and BASC.

Materials used are the following: progress reports, report cards, RTI papers, AR reports, STAR test, reading unit test and fluency, and BASC.

Research Cited: Shanker, James L. and Eldon E. Ekwall. Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003

Barone, Diane and Marla Mallette. Best Practices in Reading. New York: Guilford Press 2013.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Professional Learning			08/12/2014	05/29/2015	\$1250 - Title II Part A \$500 - Title I Part A	Principal, reading coach, librarian, special education teacher, aide, and teachers

Activity - Reread or repeated readings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for grades K-5 will consist of the following activities: -Use flash cards with letters of the alphabet - Practice LNF -Practice reading NWF -Progress monitor Dibels booklets: LNF, FSF, NWF, PSF, and OR -Use Reading Street student textbooks to reread stories -Use oral reading passages from Reading Street and Reading Naturally -Practice reading Fry sight word list -Use reading games, such as synonym, homonyms, compound words, plurals, rhyming words, Bingo, and Contraction Matchup -Use Reading Street alphabet letter cards and sound cards -Use Reading Street decodables to reread -Materials: Educational games, such as: Synonyms, Homonyms, Compound Words, Plurals, Rhyming Words, Bingo, and Contraction Matchup. Dibels practice pages, Dibels progress monitoring books, charts, tablets, sentence strips, copy paper, Reading Street alphabet and sound cards, paper, Reading Street student textbooks, and teacher's editions, decodables, student Reading Street workbooks, and worksheets, Sleuth, Holt reading books, folders, pencils, and calculators.	Direct Instruction			08/12/2014	05/29/2015	\$2281 - Title I Part A	Principal, system reading coach, school reading coach, librarian, teachers, and instructional aides.

**Strategy2:**

Teach and Review Reading Skills - Teachers will use Elmos, projectors, and smart boards to display Reading Street and Holt material. Reading Street and Holt software programs will be used in the classrooms. Reading Street stories will be read by the students with the teachers. Reading Street and Holt worksheets will be done by students. Reading Street and Holt weekly test will be given to the students by the teacher and reading coach on Friday. Reading Street Unit Test will be given by the reading coach to the students every nine weeks. Teachers will post anchor charts on walls. Teachers and reading coach will progress monitor students in Dibels in grades K-2 weekly or as needed. Fluency sheets in grades 1 and 2 are given to the students for a grade weekly. County fluency tests in grades K-2 are given to the students every nine weeks. In grades 3-5 accuracy grades will be weekly or biweekly and also a county accuracy grade will be administered by the reading coaches after each nine weeks of school. Homework on reading skills are given as needed. The prekindergarten teacher will have a system prekindergarten checklist with reading skills. The reading coach will check the skills every nine weeks to make sure the students are mastering the skills. Monitoring used: Reading Street weekly test, unit test, and fluency test. Materials used: Elmos, projectors, Reading Street and Holt materials, reading weekly and unit test, anchor charts, fluency/accuracy sheets, homework sheets, and student planners. Students in grades six through eight will receive reinforcement of reading skills through the use of Anywhere Learning and Stride Academy computer programs, and Global Scholar Benchmark Assessments three times a year.

Research Cited: Shanker, James L. and Eldon E. Ekwall Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003.

Barone, Diana and Marla Mallette. New York: Guilford Press 2013.

Activity - Teach and Review Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Direct Instruction			08/12/2014	05/29/2015	\$500 - Title I Part A \$1250 - Title II Part A	Principal, system reading coach, school reading coach, teachers, school staff, and instructional aides

Activity - Assist teachers in reviewing reading skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System reading coach, school reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Reading Coach, school reading coach, middle school specialist, and teachers.

**Goal 2:**

Students at Lyeffion Jr. High School in grades K5-8 will become proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/29/2015 as measured by ASPIRE, SAT, EXPLORE, and AAA..

**Strategy1:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the system math coach, middle school specialist, and other staff members for grades K4-6th. The prekindergarten teacher will have a system checklist with math skills. Skills will be checked every nine weeks to make sure the students are mastering the skills. Teacher's lesson plans will be checked by the principal. Math lessons will be taught in the classroom and by an interventionist, if needed. The math skills will be monitored by the following: Walk throughs will be done by the principal and math coach. Review skill sheets are given to the student each nine weeks to determine if the student has mastered math skills covered by the teacher. Math test will be given every nine weeks. Homework will be given daily by the teacher. The student will write his homework in the student planner. Students will write their homework on student planners that are provided by the school. Assessment data will be checked periodically by principal, teacher, math coach, and system instructional coach. Stride Academy and Anywhere Learning System computer programs will be used for progress monitoring.

Materials: student worksheets, study guides, paper, student books, flashcards(addition, subtraction, multiplication, and division), dry erase boards, wall charts, clocks, play money, rulers, tape measures, unifix cubes, fraction bars, scales, base 10, 100th charts, charts, graphs, anchor charts, color tiles, pattern blocks, student planners, Twist and Shout games, Bingo games, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, computers, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), workbooks, copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, pencils, and storage boxes.

Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Crosswalk Coach for the Common Core Align to Common Core Standards, and Buckle Down.

**ACIP**

Lyeffion Jr. High School

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in math.	Professional Learning			08/12/2014	05/29/2015	\$300 - Title I Part A \$1400 - Title II Part A	Principal, teachers, instructional coach, librarian, special education teacher, instructional aides

Activity - Assist teachers in reviewing math skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach, reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Math Coach, instructional coach, middle school specialist, and teachers.

Activity - Teach and Review Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Students in grades K5-8 will use worksheets to practice math skills. -Students will use math study guides to practice for county math test. - Teachers use addition, subtraction, multiplication, and division flashcards. - Teachers will use AMSTI math materials. - Teachers will post anchor charts on walls. - Teachers will use Go Math (grades 3-5) workbooks. - Students in 6-8 grades will use Global Scholar Benchmark Assessments - Students in grades 7th and 8th will have Distance Learning for math - Students in grades 1-8 will use Stride Academy for progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed - Students in grades 2-8 will use the Anywhere Learning System to improve math skills through interactive academic assessments. Teachers and students will use technology: Calculators, Ipads, math apps for grade level, computers - educational math games (A+, Funbrain, Math Playground, Internet 4 Classrooms, Math Is Fun, Cool Math 4 Kids), Elmos, and projectors for multistep problems. - Teachers and students will use graphs and charts. Students will use planners for homework.	Technology			08/12/2014	05/29/2015	\$4281 - Title I Part A	Teachers, system instructional coach, librarian, special education teacher, math coach, and instructional aides

**Strategy2:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the middle school specialist in grades 7-8. Basic skills classes are scheduled for 45 minutes 2 times a week. Graphic organizers will be used in the basic skills class. Students who are struggling in math can receive extra help during basic skills. Students will also learn math through interactive math games. Materials: math

books are needed along with Elmo, graphic organizers, big screen, laptops and computers with A+, Math is Fun, Cool Math 4 Kids, and Internet 4 Classrooms. Teachers will monitor student's progress by looking at math mastered skills on student's math test.

Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Teacher One Stop CD, and Crosswalk Coach.

Activity - Review Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students in 7th and 8th grade will complete appropriate level material in math in addition to the Core Distance Learning Math Class taught 5 times weekly. Global Scholar Benchmark Assessments will be administered three times a year for grades 6-8 in math. Stride Academy will be used in grades 1-8 for math progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed. The Anywhere Learning System will be used with grades 2-8 to deliver an individual learning program for each student in math. Activities will also include students using key websites including, Math is Fun, and Cool Math 4 Kids. With the key websites students will explore tutorials and quick assessments that match presently learned skills or foundational skills that impact present learning.</p>	<p>Technology</p>			<p>08/12/2014</p>	<p>05/29/2015</p>	<p>\$0 - No Funding Required</p>	<p>Teachers, middle school specialist, special education teacher, and aide..</p>

**Strategy3:**

Small Group Intervention - RTI meetings will be held by the principal, reading coach, special education teacher, counselor, and teachers to discuss struggling students in math. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. The IEP will determine the selected intervention program that will be beneficial for students receiving special education services. The struggling students in grades K5-8 will have extra math help by the county math coach, middle school specialist, librarian, and other staff members. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. Materials: student books, math sheets, flashcards, dry erase boards, wall charts, student planners, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, and storage boxes.

Research Cited: Best Practices in Math, Go Math, Buckle Down, and Crosswalk Coach for the Common Core State Standards.

Activity - Review math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Struggling students in grades 5-6 will get extra help for math from the county math coach, county middle school specialist, librarian, teachers, and staff. These students will be pulled by the math coach, teachers, and staff for intervention for 20 minutes of extra help in math. -Small group instruction will be monitored by assessments.</p> <p>-The math coach, teachers, and staff will use the following to help the students with intervention: math worksheets, student planners, flashcards, dry erase boards, Go Math workbooks, AMSTI materials, and math games.</p> <p>- The math coach, teachers, and staff will work on math skills that the student is struggling with according to the student's grade level. Sometimes, teachers will have sheets and activities planned for the interventionist. Also, the interventionist will have sheets and activities for the struggling students.</p>	Direct Instruction			08/12/2014	05/29/2015	\$354 - Title I Part A	Principal, teachers, librarian, counselor, and Instructional coaches

**Goal 3:**

Reading and math coaches, instructional coach, teachers, librarian, and instructional aide will use technology to enhance academic skills.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 06/03/2014 as measured by completion of assignments..

**Strategy1:**

Instruction Through Technology - Teachers, special education teacher, librarian, middle school specialist, and math coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology time will be scheduled for math skills. Mastery of skills will be monitored by teacher observation, math test, STAR math test scores, and A+ assessment sheets. Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, smart boards, and programs, such as the following: A+, Starfall, Fun Brain, Math Playground, STAR math, and AAA math.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

Activity - Reinforcing math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing math skills that meet the Common Core Standards, such as addition, subtraction, multiplication, division, fractions, graphs, word problems, equations, Geometry, Pre-Algebra, and Algebra. Special Education classes use AAA math, an online program.	Technology			08/12/2014	05/29/2015	\$581 - Title I Part A	Teachers, special education teacher, librarian, and math coach.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to improve technology skills in math.	Professional Learning			08/12/2014	05/29/2015	\$1464 - Title II Part A \$300 - Title I Part A	Principal, instructional coach, librarian, special education teacher and aide, and teachers

Activity - Technology resources focusing on differentiated instruction in math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach math. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Special Education classes use AAA Math, an online program. Grades 2nd-8th grade will use A+ program in the computer lab.	Technology			08/12/2014	05/29/2015	\$3000 - Title I Part A	Math coaches, librarian, teachers, special education teacher, and special education aide

Activity - Monitoring STAR Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR math test will be administered by the librarian to the students in in grade K-8 in October and May. STAR math scores are given to the teachers. -STAR math scores are viewed by teachers in October to see the starting math level and to see if students have increased their math level in May.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, math coach, instructional coach, librarian, and teachers

Activity - Assist teachers in reviewing math skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	System math coach, instructional specialist, middle school specialist, and teachers.

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/28/2014 as measured by completion of assignments..

**Strategy1:**

Reading Instruction Through Technology - Teachers, special education teacher, librarian, reading coach, and instructional coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology times will be scheduled for reading skills. The Big Universe program and Destiny, the automated library program, will be used in computer lab or library. Mastery of skills will be monitored by teacher observation, Reading Street and Holt Test, STAR reading test, Accelerated Reader test, A+ assessment sheets, and Common Core Standards for reading in grades K5-8 and special education.

Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, professional workshops, smart boards, Reading Street and Holt reading programs, Accelerated Reading, Accelerated Reader books, and computer programs, such as the following: A+, Starfall, Penguin Paint, Storyline Online, Walke, and STAR reading.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

**ACIP**

Lyeffion Jr. High School

Activity - Integrating Technology in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to advance reading instruction through technology.	Professional Learning			08/12/2014	05/29/2015	\$1464 - Title II Part A \$300 - Title I Part A	Principal, instructional coach, librarian, special education teacher, teachers, and instructional aides.

Activity - Monitoring STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR reading test will be administered to the students in October and May. The students in grades 1-6 are given the STAR reading test by the librarian in the computer lab. In October STAR reading scores are viewed by the teachers to see the student's starting reading level. In May teachers look at STAR scores to see if students have increased their reading level.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, reading coach, instructional coach, librarian, and teachers

Activity - Reinforcing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing reading skills that meet the Common Core Standards, such as vocabulary, sentence structure, main idea, sequencing, character, plot, compare and contrast, and close reading.	Technology			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, instructional coach, special education teacher and aide, librarian, reading and math coaches, and middle school specialist.

Activity - Assist teachers in reviewing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System reading coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	System reading coach, instructional specialist, middle school specialist, and teachers.

**ACIP**

Lyeffion Jr. High School

Activity - Technology resources focusing on differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers in K-8 are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach reading. K5-4th grade classes have 5 Ipads which are utilized for Tier 2 and 3 instruction for reading. Grade level educational apps are downloaded to the Ipad to reinforce reading skills being taught in the classroom. Accelerated Reader is on the Ipads and computers in grades 1-5. Educational sites, such as Walke, Starfall, Storyline Online, and Big Universe are used on some computers for literary centers. Elmos and projectors are used by teachers to teach the Reading Street and the Holt reading program. The 6th grade will use media clips with the Holt program. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Grades 2nd-8th grade will use A+ program in the computer lab.</p>	Technology			08/12/2014	05/29/2015	\$3450 - Title I Part A	Principal, instructional coach, reading coach, librarian, teachers, middle school specialist, special education teacher, and aide.

Activity - Encouraging differentiated reading practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Accelerated Reader program will be used in 1st-6th grade. Students will select books from the library, classroom, or read a book online and take an Accelerated Reader test in the computer lab or classroom. Accelerated Reader encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, Accelerated Reader helps teachers set personalized goals for each student, and guide students to books difficult enough to keep them challenged, but not so difficult to cause frustration. Also, Accelerated Reader helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills. Accelerated Reader provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction of invention. Students get instant feedback to help motivate success with the use of the TOPS report. The instructional coach and librarian motivate the students in December and May with incentives.</p>	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, instructional coach, reading coach, librarian, and teachers

**5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.****Goal 1:**

Students at Lyefferion Jr. High School in K5-8 will become proficient in reading.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in overall skills in Reading by 05/29/2015 as measured by AAA, SAT, ASPIRE..

**Strategy1:**

Small Group Instruction - RTI meetings will be held for students struggling in reading with the principal, reading coaches, special education teacher, librarian, teachers, and parents. IEP meetings will be held for special education students. Academic progress will be checked by the RTI team. The struggling students in grades K5-8 will be given extra help for Tier 3 intervention by the teacher, reading coach, instructional coach, librarian, and other staff members for 20 minutes each day. Special Education students will be helped by the Special Education teacher, coaches, and instructional aides. The strategy will be monitored by the following: progress reports - report cards - informal and formal assessments - Accelerated Reader reports - STAR reading test - Anywhere Learning System - Stride Academy - Global Scholar Performance Series - walk throughs with principal, instructional coaches, and county reading coach - reading unit test, fluency test, weekly selection test, and BASC.

Materials used are the following: progress reports, report cards, RTI papers, AR reports, STAR test, reading unit test and fluency, and BASC.

Research Cited: Shanker, James L. and Eldon E. Ekwall. Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003

Barone, Diane and Marla Mallette. Best Practices in Reading. New York: Guilford Press 2013.

Activity - Reread or repeated readings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for grades K-5 will consist of the following activities: -Use flash cards with letters of the alphabet - Practice LNF -Practice reading NWF -Progress monitor Dibels booklets: LNF, FSF, NWF, PSF, and OR -Use Reading Street student textbooks to reread stories -Use oral reading passages from Reading Street and Reading Naturally -Practice reading Fry sight word list -Use reading games, such as synonym, homonyms, compound words, plurals, rhyming words, Bingo, and Contraction Matchup -Use Reading Street alphabet letter cards and sound cards -Use Reading Street decodables to reread -Materials: Educational games, such as: Synonyms, Homonyms, Compound Words, Plurals, Rhyming Words, Bingo, and Contraction Matchup. Dibels practice pages, Dibels progress monitoring books, charts, tablets, sentence strips, copy paper, Reading Street alphabet and sound cards, paper, Reading Street student textbooks, and teacher's editions, decodables, student Reading Street workbooks, and worksheets, Sleuth, Holt reading books, folders, pencils, and calculators.	Direct Instruction			08/12/2014	05/29/2015	\$2281 - Title I Part A	Principal, system reading coach, school reading coach, librarian, teachers, and instructional aides.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Professional Learning			08/12/2014	05/29/2015	\$1250 - Title II Part A \$500 - Title I Part A	Principal, reading coach, librarian, special education teacher, aide, and teachers

**Strategy2:**

Teach and Review Reading Skills - Teachers will use Elmos, projectors, and smart boards to display Reading Street and Holt material. Reading Street and Holt software programs will be used in the classrooms. Reading Street stories will be read by the students with the teachers. Reading Street and Holt worksheets will be done by students. Reading Street and Holt weekly test will be given to the students by the teacher and reading coach on Friday. Reading Street Unit Test will be given by the reading coach to the students every nine weeks. Teachers will post anchor charts on walls. Teachers and reading coach will progress monitor students in Dibels in grades K-2 weekly or as needed. Fluency sheets in grades 1 and 2 are given to the students for a grade weekly. County fluency tests in grades K-2 are given to the students every nine weeks. In grades 3-5 accuracy grades will be weekly or biweekly and also a county accuracy grade will be administered by the reading coaches after each nine weeks of school. Homework on reading skills are given as needed. The prekindergarten teacher will have a system prekindergarten checklist with reading skills. The reading coach will check the skills every nine weeks to make sure the students are mastering the skills. Monitoring used: Reading Street weekly test, unit test, and fluency test. Materials used: Elmos, projectors, Reading Street and Holt materials, reading weekly and unit test, anchor charts, fluency/accuracy sheets, homework sheets, and

student planners. Students in grades six through eight will receive reinforcement of reading skills through the use of Anywhere Learning and Stride Academy computer programs, and Global Scholar Benchmark Assessments three times a year.

Research Cited: Shanker, James L. and Eldon E. Ekwall Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003.

Barone, Diana and Marla Mallette. New York: Guilford Press 2013.

Activity - Assist teachers in reviewing reading skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System reading coach, school reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Reading Coach, school reading coach, middle school specialist, and teachers.

Activity - Teach and Review Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Direct Instruction			08/12/2014	05/29/2015	\$1250 - Title II Part A \$500 - Title I Part A	Principal, system reading coach, school reading coach, teachers, school staff, and instructional aides

**Goal 2:**

Students at Lyeffion Jr. High School in grades K5-8 will become proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/29/2015 as measured by ASPIRE, SAT, EXPLORE, and AAA..

**Strategy1:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the system math coach, middle school specialist, and other staff members for grades K4-6th. The prekindergarten teacher will have a system checklist with math skills. Skills will be checked every nine weeks to make sure the students are mastering the skills. Teacher's lesson plans will be checked by the principal. Math lessons will be taught in the classroom and by an interventionist, if needed. The math skills will be monitored by the following: Walk throughs will be done by the principal and math coach. Review skill sheets are given to the student each nine weeks to determine if the student has mastered math skills covered by the teacher. Math test will be given every nine weeks. Homework will be given daily by the teacher. The student will write his homework in the student planner. Students will write their homework on student planners that are provided by the school. Assessment data will be checked periodically by principal, teacher, math coach, and system instructional coach. Stride Academy and Anywhere Learning System computer programs will be used for progress monitoring.

Materials: student worksheets, study guides, paper, student books, flashcards(addition, subtraction, multiplication, and division), dry erase boards, wall charts, clocks, play money, rulers, tape measures, unifix cubes, fraction bars, scales, base 10, 100th charts, charts, graphs,

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anchor charts, color tiles, pattern blocks, student planners, Twist and Shout games, Bingo games, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, computers, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), workbooks, copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, pencils, and storage boxes.

Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Crosswalk Coach for the Common Core Align to Common Core Standards, and Buckle Down.

Activity - Teach and Review Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Students in grades K5-8 will use worksheets to practice math skills. -Students will use math study guides to practice for county math test. - Teachers use addition, subtraction, multiplication, and division flashcards. - Teachers will use AMSTI math materials. - Teachers will post anchor charts on walls. - Teachers will use Go Math (grades 3-5) workbooks. - Students in 6-8 grades will use Global Scholar Benchmark Assessments - Students in grades 7th and 8th will have Distance Learning for math - Students in grades 1-8 will use Stride Academy for progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed - Students in grades 2-8 will use the Anywhere Learning System to improve math skills through interactive academic assessments. Teachers and students will use technology: Calculators, Ipads, math apps for grade level, computers - educational math games (A+, Funbrain, Math Playground, Internet 4 Classrooms, Math Is Fun, Cool Math 4 Kids), Elmos, and projectors for multistep problems. - Teachers and students will use graphs and charts. Students will use planners for homework.	Technology			08/12/2014	05/29/2015	\$4281 - Title I Part A	Teachers, system instructional coach, librarian, special education teacher, math coach, and instructional aides

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in math.	Professional Learning			08/12/2014	05/29/2015	\$300 - Title I Part A \$1400 - Title II Part A	Principal, teachers, instructional coach, librarian, special education teacher, instructional aides

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Activity - Assist teachers in reviewing math skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach, reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Math Coach, instructional coach, middle school specialist, and teachers.

**Strategy2:**

Small Group Intervention - RTI meetings will be held by the principal, reading coach, special education teacher, counselor, and teachers to discuss struggling students in math. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. The IEP will determine the selected intervention program that will be beneficial for students receiving special education services. The struggling students in grades K5-8 will have extra math help by the county math coach, middle school specialist, librarian, and other staff members. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. Materials: student books, math sheets, flashcards, dry erase boards, wall charts, student planners, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, and storage boxes.

Research Cited: Best Practices in Math, Go Math, Buckle Down, and Crosswalk Coach for the Common Core State Standards.

Activity - Review math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Struggling students in grades 5-6 will get extra help for math from the county math coach, county middle school specialist, librarian, teachers, and staff. These students will be pulled by the math coach, teachers, and staff for intervention for 20 minutes of extra help in math. -Small group instruction will be monitored by assessments. -The math coach, teachers, and staff will use the following to help the students with intervention: math worksheets, student planners, flashcards, dry erase boards, Go Math workbooks, AMSTI materials, and math games. - The math coach, teachers, and staff will work on math skills that the student is struggling with according to the student's grade level. Sometimes, teachers will have sheets and activities planned for the interventionist. Also, the interventionist will have sheets and activities for the struggling students.	Direct Instruction			08/12/2014	05/29/2015	\$354 - Title I Part A	Principal, teachers, librarian, counselor, and Instructional coaches

**Strategy3:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the middle school specialist in grades 7-8. Basic skills classes are scheduled for 45 minutes 2 times a week. Graphic organizers will be used in the basic skills class. Students who are struggling in math can receive extra help during basic skills. Students will also learn math through interactive math games. Materials: math

books are needed along with Elmo, graphic organizers, big screen, laptops and computers with A+, Math is Fun, Cool Math 4 Kids, and Internet 4 Classrooms. Teachers will monitor student's progress by looking at math mastered skills on student's math test.

Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Teacher One Stop CD, and Crosswalk Coach.

Activity - Review Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students in 7th and 8th grade will complete appropriate level material in math in addition to the Core Distance Learning Math Class taught 5 times weekly. Global Scholar Benchmark Assessments will be administered three times a year for grades 6-8 in math. Stride Academy will be used in grades 1-8 for math progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed. The Anywhere Learning System will be used with grades 2-8 to deliver an individual learning program for each student in math. Activities will also include students using key websites including, Math is Fun, and Cool Math 4 Kids. With the key websites students will explore tutorials and quick assessments that match presently learned skills or foundational skills that impact present learning.</p>	Technology			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, middle school specialist, special education teacher, and aide..

**Goal 3:**

Reading and math coaches, instructional coach, teachers, librarian, and instructional aide will use technology to enhance academic skills.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 06/03/2014 as measured by completion of assignments..

**Strategy1:**

Instruction Through Technology - Teachers, special education teacher, librarian, middle school specialist, and math coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology time will be scheduled for math skills. Mastery of skills will be monitored by teacher observation, math test, STAR math test scores, and A+ assessment sheets. Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, smart boards, and programs, such as the following: A+, Starfall, Fun Brain, Math Playground, STAR math, and AAA math.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to improve technology skills in math.	Professional Learning			08/12/2014	05/29/2015	\$300 - Title I Part A \$1464 - Title II Part A	Principal, instructional coach, librarian, special education teacher and aide, and teachers

Activity - Technology resources focusing on differentiated instruction in math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach math. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Special Education classes use AAA Math, an online program. Grades 2nd-8th grade will use A+ program in the computer lab.	Technology			08/12/2014	05/29/2015	\$3000 - Title I Part A	Math coaches, librarian, teachers, special education teacher, and special education aide

Activity - Monitoring STAR Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR math test will be administered by the librarian to the students in in grade K-8 in October and May. STAR math scores are given to the teachers. -STAR math scores are viewed by teachers in October to see the starting math level and to see if students have increased their math level in May.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, math coach, instructional coach, librarian, and teachers

Activity - Assist teachers in reviewing math skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	System math coach, instructional specialist, middle school specialist, and teachers.

Activity - Reinforcing math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing math skills that meet the Common Core Standards, such as addition, subtraction, multiplication, division, fractions, graphs, word problems, equations, Geometry, Pre-Algebra, and Algebra. Special Education classes use AAA math, an online program.	Technology			08/12/2014	05/29/2015	\$581 - Title I Part A	Teachers, special education teacher, librarian, and math coach.

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/28/2014 as measured by completion of assignments..

**Strategy1:**

Reading Instruction Through Technology - Teachers, special education teacher, librarian, reading coach, and instructional coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology times will be scheduled for reading skills. The Big Universe program and Destiny, the automated library program, will be used in computer lab or library. Mastery of skills will be monitored by teacher observation, Reading Street and Holt Test, STAR reading test, Accelerated Reader test, A+ assessment sheets, and Common Core Standards for reading in grades K5-8 and special education.

Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, professional workshops, smart boards, Reading Street and Holt reading programs, Accelerated Reading, Accelerated Reader books, and computer programs, such as the following: A+, Starfall, Penguin Paint, Storyline Online, Walke, and STAR reading.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

Activity - Technology resources focusing on differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-8 are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach reading. K5-4th grade classes have 5 Ipads which are utilized for Tier 2 and 3 instruction for reading. Grade level educational apps are downloaded to the Ipad to reinforce reading skills being taught in the classroom. Accelerated Reader is on the Ipads and computers in grades 1-5. Educational sites, such as Walke, Starfall, Storyline Online, and Big Universe are used on some computers for literary centers. Elmos and projectors are used by teachers to teach the Reading Street and the Holt reading program. The 6th grade will use media clips with the Holt program. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Grades 2nd-8th grade will use A+ program in the computer lab.	Technology			08/12/2014	05/29/2015	\$3450 - Title I Part A	Principal, instructional coach, reading coach, librarian, teachers, middle school specialist, special education teacher, and aide.

Activity - Integrating Technology in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to advance reading instruction through technology.	Professional Learning			08/12/2014	05/29/2015	\$300 - Title I Part A \$1464 - Title II Part A	Principal, instructional coach, librarian, special education teacher, teachers, and instructional aides.

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Activity - Encouraging differentiated reading practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader program will be used in 1st-6th grade. Students will select books from the library, classroom, or read a book online and take an Accelerated Reader test in the computer lab or classroom. Accelerated Reader encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, Accelerated Reader helps teachers set personalized goals for each student, and guide students to books difficult enough to keep them challenged, but not so difficult to cause frustration. Also, Accelerated Reader helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills. Accelerated Reader provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction of invention. Students get instant feedback to help motivate success with the use of the TOPS report. The instructional coach and librarian motivate the students in December and May with incentives.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, instructional coach, reading coach, librarian, and teachers

Activity - Monitoring STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR reading test will be administered to the students in October and May. The students in grades 1-6 are given the STAR reading test by the librarian in the computer lab. In October STAR reading scores are viewed by the teachers to see the student's starting reading level. In May teachers look at STAR scores to see if students have increased their reading level.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, reading coach, instructional coach, librarian, and teachers

Activity - Assist teachers in reviewing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System reading coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	System reading coach, instructional specialist, middle school specialist, and teachers.

Activity - Reinforcing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing reading skills that meet the Common Core Standards, such as vocabulary, sentence structure, main idea, sequencing, character, plot, compare and contrast, and close reading.	Technology			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, instructional coach, special education teacher and aide, librarian, reading and math coaches, and middle school specialist.

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

**Goal 1:**

Students at Lyeffion Jr. High School in K5-8 will become proficient in reading.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in overall skills in Reading by 05/29/2015 as measured by AAA, SAT, ASPIRE..

**Strategy1:**

Small Group Instruction - RTI meetings will be held for students struggling in reading with the principal, reading coaches, special education teacher, librarian, teachers, and parents. IEP meetings will be held for special education students. Academic progress will be checked by the RTI team. The struggling students in grades K5-8 will be given extra help for Tier 3 intervention by the teacher, reading coach, instructional coach, librarian, and other staff members for 20 minutes each day. Special Education students will be helped by the Special Education teacher, coaches, and instructional aides. The strategy will be monitored by the following: progress reports - report cards - informal and formal assessments - Accelerated Reader reports - STAR reading test - Anywhere Learning System - Stride Academy - Global Scholar Performance Series - walk throughs with principal, instructional coaches, and county reading coach - reading unit test, fluency test, weekly selection test, and BASC.

Materials used are the following: progress reports, report cards, RTI papers, AR reports, STAR test, reading unit test and fluency, and BASC.

Research Cited: Shanker, James L. and Eldon E. Ekwall. Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003

Barone, Diane and Marla Mallette. Best Practices in Reading. New York: Guilford Press 2013.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title I Part A \$1250 - Title II Part A	Principal, reading coach, librarian, special education teacher, aide, and teachers

Activity - Reread or repeated readings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for grades K-5 will consist of the following activities: -Use flash cards with letters of the alphabet - Practice LNF -Practice reading NWF -Progress monitor Dibels booklets: LNF, FSF, NWF, PSF, and OR -Use Reading Street student textbooks to reread stories -Use oral reading passages from Reading Street and Reading Naturally -Practice reading Fry sight word list -Use reading games, such as synonym, homonyms, compound words, plurals, rhyming words, Bingo, and Contraction Matchup -Use Reading Street alphabet letter cards and sound cards -Use Reading Street decodables to reread -Materials: Educational games, such as: Synonyms, Homonyms, Compound Words, Plurals, Rhyming Words, Bingo, and Contraction Matchup. Dibels practice pages, Dibels progress monitoring books, charts, tablets, sentence strips, copy paper, Reading Street alphabet and sound cards, paper, Reading Street student textbooks, and teacher's editions, decodables, student Reading Street workbooks, and worksheets, Sleuth, Holt reading books, folders, pencils, and calculators.	Direct Instruction			08/12/2014	05/29/2015	\$2281 - Title I Part A	Principal, system reading coach, school reading coach, librarian, teachers, and instructional aides.

**Strategy2:**

Teach and Review Reading Skills - Teachers will use Elmos, projectors, and smart boards to display Reading Street and Holt material. Reading Street and Holt software programs will be used in the classrooms. Reading Street stories will be read by the students with the teachers. Reading Street and Holt worksheets will be done by students. Reading Street and Holt weekly test will be given to the students by the teacher and reading coach on Friday. Reading Street Unit Test will be given by the reading coach to the students every nine weeks. Teachers will post anchor charts on walls. Teachers and reading coach will progress monitor students in Dibels in grades K-2 weekly or as needed. Fluency sheets in grades 1 and 2 are given to the students for a grade weekly. County fluency tests in grades K-2 are given to the students every nine weeks. In grades 3-5 accuracy grades will be weekly or biweekly and also a county accuracy grade will be administered by the reading coaches after each nine weeks of school. Homework on reading skills are given as needed. The prekindergarten teacher will have a system prekindergarten checklist with reading skills. The reading coach will check the skills every nine weeks to make sure the students are mastering the skills. Monitoring used: Reading Street weekly test, unit test, and fluency test. Materials used: Elmos, projectors, Reading Street and Holt materials, reading weekly and unit test, anchor charts, fluency/accuracy sheets, homework sheets, and student planners. Students in grades six through eight will receive reinforcement of reading skills through the use of Anywhere Learning and Stride Academy computer programs, and Global Scholar Benchmark Assessments three times a year.

Research Cited: Shanker, James L. and Eldon E. Ekwall Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003.

Barone, Diana and Marla Mallette. New York: Guilford Press 2013.

Activity - Teach and Review Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Direct Instruction			08/12/2014	05/29/2015	\$500 - Title I Part A \$1250 - Title II Part A	Principal, system reading coach, school reading coach, teachers, school staff, and instructional aides

Activity - Assist teachers in reviewing reading skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System reading coach, school reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Reading Coach, school reading coach, middle school specialist, and teachers.

**Narrative:**

We do not have ELL students at our school at this time.

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

**Goal 1:**

Students at Lyeffion Jr. High School in K5-8 will become proficient in reading.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in overall skills in Reading by 05/29/2015 as measured by AAA, SAT, ASPIRE..

**Strategy1:**

Teach and Review Reading Skills - Teachers will use Elmos, projectors, and smart boards to display Reading Street and Holt material. Reading Street and Holt software programs will be used in the classrooms. Reading Street stories will be read by the students with the teachers. Reading Street and Holt worksheets will be done by students. Reading Street and Holt weekly test will be given to the students by the teacher and reading coach on Friday. Reading Street Unit Test will be given by the reading coach to the students every nine weeks. Teachers will post anchor charts on walls. Teachers and reading coach will progress monitor students in Dibels in grades K-2 weekly or as needed. Fluency sheets in grades 1 and 2 are given to the students for a grade weekly. County fluency tests in grades K-2 are given to the students every nine weeks. In grades 3-5 accuracy grades will be weekly or biweekly and also a county accuracy grade will be administered by the reading coaches after each nine weeks of school. Homework on reading skills are given as needed. The prekindergarten teacher will have a system prekindergarten checklist with reading skills. The reading coach will check the skills every nine weeks to make sure the students are mastering the skills. Monitoring used: Reading Street weekly test, unit test, and fluency test. Materials used: Elmos, projectors, Reading Street and Holt materials, reading weekly and unit test, anchor charts, fluency/accuracy sheets, homework sheets, and

student planners. Students in grades six through eight will receive reinforcement of reading skills through the use of Anywhere Learning and Stride Academy computer programs, and Global Scholar Benchmark Assessments three times a year.

Research Cited: Shanker, James L. and Eldon E. Ekwall Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003.

Barone, Diana and Marla Mallette. New York: Guilford Press 2013.

Activity - Teach and Review Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Direct Instruction			08/12/2014	05/29/2015	\$500 - Title I Part A \$1250 - Title II Part A	Principal, system reading coach, school reading coach, teachers, school staff, and instructional aides

Activity - Assist teachers in reviewing reading skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System reading coach, school reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Reading Coach, school reading coach, middle school specialist, and teachers.

**Strategy2:**

Small Group Instruction - RTI meetings will be held for students struggling in reading with the principal, reading coaches, special education teacher, librarian, teachers, and parents. IEP meetings will be held for special education students. Academic progress will be checked by the RTI team. The struggling students in grades K5-8 will be given extra help for Tier 3 intervention by the teacher, reading coach, instructional coach, librarian, and other staff members for 20 minutes each day. Special Education students will be helped by the Special Education teacher, coaches, and instructional aides. The strategy will be monitored by the following: progress reports - report cards - informal and formal assessments - Accelerated Reader reports - STAR reading test - Anywhere Learning System - Stride Academy - Global Scholar Performance Series - walk throughs with principal, instructional coaches, and county reading coach - reading unit test, fluency test, weekly selection test, and BASC.

Materials used are the following: progress reports, report cards, RTI papers, AR reports, STAR test, reading unit test and fluency, and BASC.

Research Cited: Shanker, James L. and Eldon E. Ekwall. Locating and Correcting Reading Difficulties. Upper Saddle River, New Jersey: Pearson Education, 2003

Barone, Diane and Marla Mallette. Best Practices in Reading. New York: Guilford Press 2013.

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Activity - Reread or repeated readings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for grades K-5 will consist of the following activities: -Use flash cards with letters of the alphabet - Practice LNF -Practice reading NWF -Progress monitor Dibels booklets: LNF, FSF, NWF, PSF, and OR -Use Reading Street student textbooks to reread stories -Use oral reading passages from Reading Street and Reading Naturally -Practice reading Fry sight word list -Use reading games, such as synonym, homonyms, compound words, plurals, rhyming words, Bingo, and Contraction Matchup -Use Reading Street alphabet letter cards and sound cards -Use Reading Street decodables to reread -Materials: Educational games, such as: Synonyms, Homonyms, Compound Words, Plurals, Rhyming Words, Bingo, and Contraction Matchup. Dibels practice pages, Dibels progress monitoring books, charts, tablets, sentence strips, copy paper, Reading Street alphabet and sound cards, paper, Reading Street student textbooks, and teacher's editions, decodables, student Reading Street workbooks, and worksheets, Sleuth, Holt reading books, folders, pencils, and calculators.	Direct Instruction			08/12/2014	05/29/2015	\$2281 - Title I Part A	Principal, system reading coach, school reading coach, librarian, teachers, and instructional aides.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in reading.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title I Part A \$1250 - Title II Part A	Principal, reading coach, librarian, special education teacher, aide, and teachers

**Goal 2:**

Students at Lyeffion Jr. High School in grades K5-8 will become proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/29/2015 as measured by ASPIRE, SAT, EXPLORE, and AAA..

**Strategy1:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the system math coach, middle school specialist, and other staff members for grades K4-6th. The prekindergarten teacher will have a system checklist with math skills. Skills will

be checked every nine weeks to make sure the students are mastering the skills. Teacher's lesson plans will be checked by the principal. Math lessons will be taught in the classroom and by an interventionist, if needed. The math skills will be monitored by the following: Walk throughs will be done by the principal and math coach. Review skill sheets are given to the student each nine weeks to determine if the student has mastered math skills covered by the teacher. Math test will be given every nine weeks. Homework will be given daily by the teacher. The student will write his homework in the student planner. Students will write their homework on student planners that are provided by the school. Assessment data will be checked periodically by principal, teacher, math coach, and system instructional coach. Stride Academy and Anywhere Learning System computer programs will be used for progress monitoring.

Materials: student worksheets, study guides, paper, student books, flashcards(addition, subtraction, multiplication, and division), dry erase boards, wall charts, clocks, play money, rulers, tape measures, unifix cubes, fraction bars, scales, base 10, 100th charts, charts, graphs, anchor charts, color tiles, pattern blocks, student planners, Twist and Shout games, Bingo games, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, computers, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), workbooks, copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, pencils, and storage boxes.

Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Crosswalk Coach for the Common Core Align to Common Core Standards, and Buckle Down.

Activity - Teach and Review Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Students in grades K5-8 will use worksheets to practice math skills. -Students will use math study guides to practice for county math test. - Teachers use addition, subtraction, multiplication, and division flashcards. - Teachers will use AMSTI math materials. - Teachers will post anchor charts on walls. - Teachers will use Go Math (grades 3-5) workbooks. - Students in 6-8 grades will use Global Scholar Benchmark Assessments - Students in grades 7th and 8th will have Distance Learning for math - Students in grades 1-8 will use Stride Academy for progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed - Students in grades 2-8 will use the Anywhere Learning System to improve math skills through interactive academic assessments. Teachers and students will use technology: Calculators, Ipads, math apps for grade level, computers - educational math games (A+, Funbrain, Math Playground, Internet 4 Classrooms, Math Is Fun, Cool Math 4 Kids), Elmos, and projectors for multistep problems. - Teachers and students will use graphs and charts. Students will use planners for homework.</p>	Technology			08/12/2014	05/29/2015	\$4281 - Title I Part A	Teachers, system instructional coach, librarian, special education teacher, math coach, and instructional aides

**ACIP**

Lyeffion Jr. High School

Activity - Assist teachers in reviewing math skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach, reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	County Math Coach, instructional coach, middle school specialist, and teachers.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development workshops to improve instructional skills in math.	Professional Learning			08/12/2014	05/29/2015	\$1400 - Title II Part A \$300 - Title I Part A	Principal, teachers, instructional coach, librarian, special education teacher, instructional aides

**Strategy2:**

Small Group Intervention - RTI meetings will be held by the principal, reading coach, special education teacher, counselor, and teachers to discuss struggling students in math. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. The IEP will determine the selected intervention program that will be beneficial for students receiving special education services. The struggling students in grades K5-8 will have extra math help by the county math coach, middle school specialist, librarian, and other staff members. Struggling students will receive small group intervention. The intervention will be monitored by assessments to see if skills are mastered. Materials: student books, math sheets, flashcards, dry erase boards, wall charts, student planners, Elmos, projectors, Go Math workbooks, AMSTI materials, math games, computers, Ipads, math apps, educational computer math programs (A+, Math Is Fun, Cool Math 4 Kids, STAR Math, Internet 4 Classrooms, Funbrain, and Math Playground), copy paper, printers, ink cartridges, school supplies, such as folders, binders, hanging file folders, pens, and storage boxes.

Research Cited: Best Practices in Math, Go Math, Buckle Down, and Crosswalk Coach for the Common Core State Standards.

Activity - Review math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Struggling students in grades 5-6 will get extra help for math from the county math coach, county middle school specialist, librarian, teachers, and staff. These students will be pulled by the math coach, teachers, and staff for intervention for 20 minutes of extra help in math. -Small group instruction will be monitored by assessments.</p> <p>-The math coach, teachers, and staff will use the following to help the students with intervention: math worksheets, student planners, flashcards, dry erase boards, Go Math workbooks, AMSTI materials, and math games.</p> <p>- The math coach, teachers, and staff will work on math skills that the student is struggling with according to the student's grade level. Sometimes, teachers will have sheets and activities planned for the interventionist. Also, the interventionist will have sheets and activities for the struggling students.</p>	Direct Instruction			08/12/2014	05/29/2015	\$354 - Title I Part A	Principal, teachers, librarian, counselor, and Instructional coaches

**Strategy3:**

Differentiated Instruction - Teachers will use differentiated instruction and receive support from the middle school specialist in grades 7-8. Basic skills classes are scheduled for 45 minutes 2 times a week. Graphic organizers will be used in the basic skills class. Students who are struggling in math can receive extra help during basic skills. Students will also learn math through interactive math games. Materials: math books are needed along with Elmo, graphic organizers, big screen, laptops and computers with A+, Math is Fun, Cool Math 4 Kids, and Internet 4 Classrooms. Teachers will monitor student's progress by looking at math mastered skills on student's math test. Research Cited: Morrow, Lesley and Linda Gambrell. Best Practices in Math. Buckle Down, Teacher One Stop CD, and Crosswalk Coach.

Activity - Review Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 7th and 8th grade will complete appropriate level material in math in addition to the Core Distance Learning Math Class taught 5 times weekly. Global Scholar Benchmark Assessments will be administered three times a year for grades 6-8 in math. Stride Academy will be used in grades 1-8 for math progress monitoring and differentiated online curriculum and intervention to remediate specific skills as needed. The Anywhere Learning System will be used with grades 2-8 to deliver an individual learning program for each student in math. Activities will also include students using key websites including, Math is Fun, and Cool Math 4 Kids. With the key websites students will explore tutorials and quick assessments that match presently learned skills or foundational skills that impact present learning.	Technology			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, middle school specialist, special education teacher, and aide..

**Goal 3:**

Reading and math coaches, instructional coach, teachers, librarian, and instructional aide will use technology to enhance academic skills.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 06/03/2014 as measured by completion of assignments..

**Strategy1:**

Instruction Through Technology - Teachers, special education teacher, librarian, middle school specialist, and math coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology time will be scheduled for math skills. Mastery of skills will be monitored by teacher observation, math test, STAR math test scores, and A+ assessment sheets. Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, smart boards, and programs, such as the following: A+, Starfall, Fun Brain, Math Playground, STAR math, and AAA math.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and

Business Representatives, April 24, 1998.

Activity - Reinforcing math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Use A+ computer program with 2nd-8th grades. -Reinforcing math skills that meet the Common Core Standards, such as addition, subtraction, multiplication, division, fractions, graphs, word problems, equations, Geometry, Pre-Algebra, and Algebra. Special Education classes use AAA math, an online program.	Technology			08/12/2014	05/29/2015	\$581 - Title I Part A	Teachers, special education teacher, librarian, and math coach.

Activity - Monitoring STAR Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR math test will be administered by the librarian to the students in in grade K-8 in October and May. STAR math scores are given to the teachers. -STAR math scores are viewed by teachers in October to see the starting math level and to see if students have increased their math level in May.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, math coach, instructional coach, librarian, and teachers

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to improve technology skills in math.	Professional Learning			08/12/2014	05/29/2015	\$1464 - Title II Part A \$300 - Title I Part A	Principal, instructional coach, librarian, special education teacher and aide, and teachers

Activity - Technology resources focusing on differentiated instruction in math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach math. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Special Education classes use AAA Math, an online program. Grades 2nd-8th grade will use A+ program in the computer lab.	Technology			08/12/2014	05/29/2015	\$3000 - Title I Part A	Math coaches, librarian, teachers, special education teacher, and special education aide

Activity - Assist teachers in reviewing math skills.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	System math coach, instructional specialist, middle school specialist, and teachers.

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/28/2014 as measured by completion of assignments..

**Strategy1:**

Reading Instruction Through Technology - Teachers, special education teacher, librarian, reading coach, and instructional coach will use course of study standards and pacing guides to target current skills to work with students through technology. A combination of daily classroom and weekly lab technology times will be scheduled for reading skills. The Big Universe program and Destiny, the automated library program, will be used in computer lab or library. Mastery of skills will be monitored by teacher observation, Reading Street and Holt Test, STAR reading test, Accelerated Reader test, A+ assessment sheets, and Common Core Standards for reading in grades K5-8 and special education.

Materials that are needed: Desktop computers, laptops, Ipads, projectors, headphones, printers, ink cartridges, paper, incentives, professional workshops, smart boards, Reading Street and Holt reading programs, Accelerated Reading, Accelerated Reader books, and computer programs, such as the following: A+, Starfall, Penguin Paint, Storyline Online, Walke, and STAR reading.

Research Cited: Laurits R. Christensen Associates. (2010). A Cost Analysis of Early Literacy, Reading, and Mathematics Assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Renaissance Learning. (2010). The Foundation of the STAR Assessments. Wisconsin Rapids, WI: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using Technology-Enhanced Assessments: STAR Reading. In Assessment: In Special and Inclusive Education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.

U.S. Department of Education: National Center on Response to Intervention. (2010). Review of Progress-Monitoring Tools [Review of STAR Reading]. Washington, DC: Author.

U.S. Department of Education, "Educational Technology: Preparing America for the 21st Century," Meeting of Education Leaders and Business Representatives, April 24, 1998.

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Lyeffion Jr. High School

<b>Activity - Monitoring STAR Reading</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The STAR reading test will be administered to the students in October and May. The students in grades 1-6 are given the STAR reading test by the librarian in the computer lab. In October STAR reading scores are viewed by the teachers to see the student's starting reading level. In May teachers look at STAR scores to see if students have increased their reading level.	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, reading coach, instructional coach, librarian, and teachers

<b>Activity - Integrating Technology in Reading</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will participate in professional development to advance reading instruction through technology.	Professional Learning			08/12/2014	05/29/2015	\$300 - Title I Part A \$1464 - Title II Part A	Principal, instructional coach, librarian, special education teacher, teachers, and instructional aides.

<b>Activity - Assist teachers in reviewing reading skills</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
System reading coach, instructional specialist, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction using technology.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	System reading coach, instructional specialist, middle school specialist, and teachers.

**ACIP**

Lyeffion Jr. High School

Activity - Technology resources focusing on differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers in K-8 are using Elmos, Ipads, projectors, desktop computers, and laptops in the classroom to teach reading. K5-4th grade classes have 5 Ipads which are utilized for Tier 2 and 3 instruction for reading. Grade level educational apps are downloaded to the Ipad to reinforce reading skills being taught in the classroom. Accelerated Reader is on the Ipads and computers in grades 1-5. Educational sites, such as Walke, Starfall, Storyline Online, and Big Universe are used on some computers for literary centers. Elmos and projectors are used by teachers to teach the Reading Street and the Holt reading program. The 6th grade will use media clips with the Holt program. Laptops for 7th and 8th grades are used for basic skills classes. Laptops will be used for reinforcing comprehension skills. Grades 2nd-8th grade will use A+ program in the computer lab.</p>	Technology			08/12/2014	05/29/2015	\$3450 - Title I Part A	Principal, instructional coach, reading coach, librarian, teachers, middle school specialist, special education teacher, and aide.

Activity - Reinforcing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Use A+ computer program with 2nd-8th grades. -Reinforcing reading skills that meet the Common Core Standards, such as vocabulary, sentence structure, main idea, sequencing, character, plot, compare and contrast, and close reading.</p>	Technology			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers, instructional coach, special education teacher and aide, librarian, reading and math coaches, and middle school specialist.

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Activity - Encouraging differentiated reading practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Accelerated Reader program will be used in 1st-6th grade. Students will select books from the library, classroom, or read a book online and take an Accelerated Reader test in the computer lab or classroom. Accelerated Reader encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, Accelerated Reader helps teachers set personalized goals for each student, and guide students to books difficult enough to keep them challenged, but not so difficult to cause frustration. Also, Accelerated Reader helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills. Accelerated Reader provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction of invention. Students get instant feedback to help motivate success with the use of the TOPS report. The instructional coach and librarian motivate the students in December and May with incentives.</p>	Technology			08/12/2014	05/29/2015	\$250 - Title I Part A	Principal, instructional coach, reading coach, librarian, and teachers

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	None	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	All teachers at Lyeffion Jr. High School are highly qualified.	

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

At Lyeffion Jr. High School highly qualified teachers are employed for the subjects and grades they will be teaching. The principal at Lyeffion Jr. High School tries to attract teachers by making the school have a positive teaching environment. Positive relationships and mutual respect between principal and staff enhances a teacher's self-esteem. High expectations from teachers increase student performance. There is a positive working relationship among the principal, teachers, and staff. The county reading and math coaches and the system instructional coach have helped teachers throughout the system by giving teachers pacing guides, progress monitoring sheets, study guides, questions including higher order thinking questions in reading, and academic sheets with reading and math common core skills to give to students. These academic materials make it easier on teachers. The superintendent, principal, and county coaches have worked together to attract highly qualified teachers to Lyeffion Jr. High School. During the summer months and throughout the school year, meetings are held to discuss highly qualified teachers who are applying for jobs in the Evergreen area. There is a positive working relationship among the principal, teachers, and staff.

## Component 4: Strategies to Attract Highly Qualified Teachers

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

For the school term 2014-15 Lyeffion Jr. High School has three new teachers. Our staff consists of a principal and 13 teachers. Lyeffion has a special education teacher and counselor that work at other Conecuh County Schools. The band director, gifted, and speech teachers also are shared with other schools in the county.

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

100% of the teachers at Lyeffion Jr. High School are highly qualified.

50% of teachers have more than 15 years teaching experience.

50% of teachers have less than 10 years.

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

The principal at Lyeffion Jr. High School tries to attract teachers by making the school have a positive teaching environment. Positive relationships and mutual respect between principal and staff enhances a teacher's self-esteem. High expectations from teachers increase student performance. Lyeffion is 93 years old, but physical improvements have been made to the school each year. Some teachers are attracted to the school because they or relatives live close to the school or in surrounding areas. Some teachers are attracted to Lyeffion because they or relatives attended Lyeffion as a child.

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

At Lyeffion Jr. High School highly qualified teachers are employed for the subjects and grades they will be teaching. The county reading and math coaches and the county instructional coach have helped teachers throughout the system by giving teachers pacing guides, progress monitoring sheets, study guides, questions including higher order thinking questions in reading, and academic sheets with reading and math common core skills to give to students. These academic materials make it easier on teachers.

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

The superintendent, principal, and county coaches have worked together to attract highly qualified teachers to Lyeffion Jr. High School. During the summer months and throughout the school year, meetings are held to discuss highly qualified teachers who are applying for jobs in the Evergreen area. Instructional coaches, reading and math coaches are employed at the system level to work with new teachers and  
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help them to be successful. There is a positive working relationship among the principal, teachers, and staff.

## Component 5: High Quality and Ongoing Professional Development

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

Teachers will participate in professional development to: - advance reading and math instruction through technology - to improve instructional skills in reading and math. At the school and county level all professional development will be aligned with CCRS in reading and math. Professional development in conjunction with new technology are all research based in alignment with CCRS which will also help achieve the 21st Century classroom standards.

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

The professional development opportunities available are job embedded training on differentiated instruction, strategic teaching, and emerging technology. Opportunities for professional development outside of the school are available with money set aside in Title II. Parent workshops are offered throughout the year to assist with emerging technology that will help with student assignments.

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

System math and reading coaches, school reading coach, and middle school specialist will provide job-embedded coaching to teachers to assist new teachers as well as seasoned teachers in order to improve instruction. Teachers will also receive technology support to improve instruction through use of: desktop computers, laptops, ipads, projectors, Elmo, and computer educational programs.

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

Job-embedded professional development is provided by system level instructional coaches as well as building coaches. Coaches work with teachers on an on-going basis to ensure success. Walk-throughs are performed at the school and district level to evaluate the implementation of the practices learned during the professional development. Teachers are required to participate in professional development under Educate Alabama. The district has purchased a subscription to Educational IMPACT which is an online professional development tool. This will be useful in providing Professional Development to teachers.

## Component 6: Transition Strategies

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

RTI meetings will be held for students struggling in subjects with the principal, instructional coach, reading coach, special education teacher, librarian, teachers, and parents. IEP meetings will be held for special education students. Academic progress will be checked by the RTI team. The struggling students in grades K5-8 will be given extra help for Tier 3 intervention by the teacher, reading coach, instructional coaches, librarian, and other staff members for 20 minutes each day. Special Education students will be helped by the Special Education teacher, coaches, and instructional aides. The strategy will be monitored by the following: progress reports - report cards - informal and formal assessments - Accelerated Reader reports - STAR reading test - walk throughs with principal and instructional coaches. Teachers will use differentiated instruction and receive support from the math coach, middle school specialist, and instructional coach for grades K4-6th. The prekindergarten teacher will have a system checklist with math skills. The instructional coach will check the skills every nine weeks to make sure the students are mastering the skills. Teacher's lesson plans will be checked by the principal. Math lessons will be taught in the classroom and by an interventionist, if needed. The math skills will be monitored by the following: Walk throughs will be done by the principal and math coach. Review skill sheets are given to the student each nine weeks to determine if the student has mastered math skills covered by the teacher. Math test will be given every nine weeks. Homework will be given daily by the teacher. The student will write his homework in the student planner. Students will write their homework on student planners that are provided by the school. Assessment data will be checked periodically by principal, teacher, math coach, and instructional coach.

## Component 7: Teacher Participation in Making Assessment Decisions

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

The principal and instructional coaches have faculty meetings throughout the school year to discuss student data. Teachers communicate with principals, coaches, and other teachers each day throughout the school year about academic assessments that are given.

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

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

The principal, teachers, instructional coach, reading and math coaches identify students who are experiencing difficulty mastering state assessments. RTI meetings and IEP meetings are held for these students to get parents involved with the teachers so that the students can succeed at a proficient level. The teachers bring RTI papers along with examples of student work to the meeting. The principal, teachers, and parents discuss the struggling student's academics. Each student will receive 20 minutes intervention time with a teacher or an interventionist.

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

All students who are experiencing difficulty are placed in small group intervention groups so that these students will be able to achieve at a proficient level. Students are assigned to these groups at the beginning of the year. However, if a student who is not in one of these groups begins a failing trend, that student is immediately added to a group. These students get extra 20 minute help each day with the subjects that they are struggling in. The Anywhere Learning and Stride Academy computer programs will help all students in grades 2-8 in in reading and math in the computer lab. Global Scholar Benchmark Assessments will be administered three times a year for grades 6-8. This is computer-adaptive assessments in reading, mathematics, and general science. Students in grades K5-5 will also be helped by the librarian with STAR Math, Internet 4 Classrooms, Fun Brain, Math Playground, and Penguin Paint in the computer lab each week. The Accelerated Reader program will be in grades 1-5. Accelerated Reader is on Ipads. In addition, academic games for learning centers are on Ipads in grades K5-5. 6th grade has an Ipad for reading and math. 7th and 8th grade have laptops to use for Basic Skills classes. K5-8th grade have projectors, white boards, and Elmos to help students be proficient or advanced in all subject areas.

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

There is differentiated instruction with Reading Street program in grades K-5. The students are grouped into 3 levels: blue, yellow, and green. The teacher implements whole group instruction as well as small group instruction to the 3 groups. The instruction each group receives is based on the reading level and the needs of the students. The green group get pulled for Tier 3 small group intervention, 20 minutes each day by the teacher or an interventionist. In grades 6-8 a basic skills class is taught each day for struggling students to get extra help in subject areas where they are weak. Reading and math coaches in grades K5-5 help students get extra help with reading and math. Teachers also schedule a time for math intervention during each school day to work with students who are struggling with specific skills. This intervention is on an as needed basis. Middle School Instructional Specialist helps teachers and students in grades 6-8 in all subject areas.

**4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

The school provides planners for the students to write their homework on and can be monitored by both the classroom teachers and parents. Parents may use the planner to write notes to the teacher. Also parents may request additional review sheets for at home practice. Stride Academy certificates will be sent home so the students and parents will have the website and password to use at home. This program automatically assigns differentiated online curriculum and intervention to remediate specific skills as needed after the Progress Monitoring Assessments are administered at school.

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

All students who are experiencing difficulty are placed in small group intervention groups so that these students will be able to achieve at a proficient level. Students are assigned to these groups at the beginning of the year. However, if a student who is not in one of these groups begins a failing trend, that student is immediately added to a group. These students get extra 20 minute help each day with the subjects that they are struggling in. The A+ computer program will help all students in grades 2-8 in in reading and math in the computer lab. Students in grades K5-5 will also be helped by the librarian with STAR Math, Internet 4 Classrooms, Fun Brain, Math Playground, and Penguin Paint in the computer lab each week. The Accelerated Reader program will be in grades 1-5. Accelerated Reader is on Ipads. In addition, academic games for learning centers are on Ipads in grades K5-5. 6th grade has an Ipad for reading and math. 7th and 8th grade have laptops to use for Basic Skills classes. K5-8th grade have projectors, white boards, and Elmos to help students be proficient or advanced in all subject areas.

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

N/A

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources****1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

After review of all the schools' ACIP plans, the LEA presents the schools with programs or resources that coordinate with the achievement goals that are included in the school wide plan. A collaborative decision is made on funding options. All schools receive the services and training provided by the program.

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

Technology funds are used to purchase items, such as Ipads, document readers, laptops, projectors, etc. to improve instruction. Title II funds are used to provide professional development for teachers to improve instruction. Title I money supplements regular program aides.

**3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Counselors provide services to students regarding home life. DHR counselors come to Lyeffion to talk to students.

School counselors provide character education, bullying counseling, and student of the month programs.

CNP provides breakfast and lunch.

Head Start provides early education to students before entering kindergarten.

Reid State provides adult education, vocational and technical education.

Career tech provides job training - John Ward.

HIPPY Program provides home services for students before entering formal schooling.

Conecuh County Extension Service provides 4-H and Nutrition Programs.

## Component 10: Evaluation

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

The school evaluates the implementation of the schoolwide program by using data from the state's annual assessments and other indicators of academic achievement.

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

Faculty meetings are held as needed for teachers to compare the percent of student improvement or decline from assessment results.

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

The struggling or at risk students will be discussed at regular RTI Team meetings to ensure that intervention activities are helping to improve their academic achievement.

### 4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Faculty meetings are held as needed for teachers to discuss the ACIP and determine areas of needs or concerns and brainstorm ways to continually help students with their academic needs. Teachers will collect, record, and analyze documentation of student learning. Teachers collaborate to improve, differentiate, and if needed any changes will be made.

# Coordination of Resources-Comprehensive Budget

## **Introduction**

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

## I. State Foundation Funds: FTEs Earned

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

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

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

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

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

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

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

## I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	11.0

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

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

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

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

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

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

## I. State Foundation Funds: Total Salaries

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

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	508528.0

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

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

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	25686.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	26350.0

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

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

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

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

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

<b>Label</b>	<b>Question</b>	<b>Value</b>
11.	Provide the total of all salaries for Instructional Supplies.	3317.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total

632,919.00

## II. Federal Funds

### Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

- Salary/Benefits Teacher, Aide & Substitutes (60,719.47)
- Parental Involvement (195.06) -
- Parental Involvement (700.00) (School Messenger Software)
- Instructional Classroom Materials and Supplies (991.37)
- K4 Instructional Classroom Materials and Supplies (1,000.00)
- Teacher Classroom Supply Allocation (310.00)
- Non Capitalized Computer/Instruction (7,500.00)
- Classroom Equipment (4,000.00)
- Travel and Training/Professional Development (1,500.00)

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	76915.9

### Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

None

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

### Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

- Substitutes for Professional Development (500.00)
- Travel and Training/Professional Development (6,824.46)

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	7324.46

**Title III: For English Language Learners**

Provide a brief explanation and a breakdown of expenses.

None

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

**Title IV: For Safe and Frug-free Schools**

Provide a brief explanation and a breakdown of expenses.

None

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

**Title VI: For Rural and Low-income Schools**

Provide a brief explanation and a breakdown of expenses.

None

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

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

Provide a brief explanation and a breakdown of expenses.

None

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

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

None

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

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

None

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

### III. Local Funds (if applicable)

**Local Funds**

Provide a brief explanation and a breakdown of expenses.

Personnel Services - 75,830

Employee Benefits - 50,204

Purchased Services - 91,750

Materials & Supplies - 26,905

Other - 2,850

Label	Question	Value
2.	Local Funds Provide the total.	247539.0