

# **Title I Targeted Assistance Plan for Lee County School System**

**2013-2014**



Revised 8/1/13

## **DESCRIPTION OF INSTRUCTIONAL STRATEGIES AND PROGRAMS WHICH COORDINATE WITH AND SUPPORT THE REGULAR PROGRAM**

### **GRADES AND SUBJECT AREAS TO BE SERVED**

Lee County Schools Title I Targeted Assistance Program will serve students in grades 6-12 who are identified as most at risk of failing to meet grade level standards. Middle school students in grades 6-8 will be served in the areas of math and reading, while the majority students in grades 9-12 will receive assistance in math.

### **INSTRUCTIONAL STRATEGIES AND SUPPLEMENTAL ACTIVITIES**

A committee of teachers, parents, school administrators, and system office personnel annually evaluate the effectiveness of the core instructional programs by analyzing student performance, instructional strategies, grouping patterns and scheduling methods. Adjustments are made as needed for some or all areas.

The Title I Program in the Targeted Assistance Schools focus on vocabulary development, inferential and critical comprehension skills in reading, and every day problem solving through mathematics using age appropriate manipulatives, computer assisted instruction, thematic units, and other appropriate instructional materials. In subsequent years, these skills will be emphasized in other content areas to ensure that targeted students will reach the established performance standards as they are developed. The instructional strategies to be employed are: (a) diagnose weaknesses and strengths, (b) select materials that will make the student successful in negotiating weaknesses, (c) implement appropriate instructional strategies to ensure student success, (d) evaluate level of performance, (e) continue to build and expand level of achievement, and (f) repeat or modify the process.

Instructional strategies employed might include varying the group size from whole group instruction to small group or individualized instruction. The pacing and timing of the lessons will be varied. Additional strategies and technology resources as deemed appropriate will be employed in an effort to ensure student success.

The Title I teachers and classroom teachers will meet regularly to analyze performance data, plan instructional strategies, develop coordinated lesson plans, and identify student performance deficiencies and programmatic needs. Efforts will be aimed at enhancing instructional articulation. Progress will be monitored continuously with methods, materials, and strategies changed as appropriate. Instruction will be oriented towards student success. Cooperative, experiential strategies will be used to keep students engaged and in control of their successful learning experiences.

Since there are great degrees of differences in needs and abilities of students, especially marginal learners, it is essential to the success of the Title I activities that scheduling models be used to reinforce individual strengths and to remediate areas of deficiencies. Schools will be free to choose from suggested models, such as limited pullout, replacement, in-class, a

combination of models, or submit an innovative model for approval that would seem to be most beneficial to the students.

Teachers will use computer-assisted instruction to supplement other materials both in the labs and the regular classroom.

Title I teachers will attend regularly scheduled parent conferences. They will offer input and maintain communication with the home. Additionally, the following strategies will be employed to increase the level of parental involvement: (a) workshops for parents, (b) scheduled classroom visitations, (c) participation in school sponsored activities, (d) invitations to PTO and School Council meetings, (e) participation in career day activities, and (f) opportunities to volunteer at the schools.

### **SCHEDULING MODELS TO BE USED**

Middle school students will be served daily through a scheduled connections class period addressing their needs through small flexible grouping and/or computer assisted instruction. Ninth through Eleventh grade students will receive extra support in math.

Students who require credit recovery or alternative education will be provided direct instruction or web based modules in a small structured environment.

### **DESCRIPTION OF THE METHOD FOR SELECTING STUDENTS WITH THE GREATEST NEED**

Students identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educational related, objective criteria will be selected to participate in the Title I Accelerated Classes. Instruction will be provided to students on their instructional level through multiple mediums.

- Students scoring in the bottom quartile in the areas of math and/or reading on CRCT
- Students With Disabilities (SWD)
- English Language Learners (ELL)
- Grades
- Lexile Scores
- Retained/Over-aged Students
- Norm Referenced Test Scores (when available)
- Teacher Recommendation

**DESCRIPTION OF PROVISIONS MADE TO SERVE ALL ELIGIBLE CHILDREN, INCLUDING ECONOMICALLY DISADVANTAGED, DISABLED, MIGRANT, LEP, HOMELESS OR NEGLECTED AND DELINQUENT CHILDREN**

Lee County Schools serve a number of students who do not demonstrate proficiency in the areas of reading and math on the CRCT, EOCT, or GHSGT and subsequently become frustrated and drop out of school. Provisions have been made for these students, as well as the other students who may not fall into these categories, by providing academic extension time within the school day for 9<sup>th</sup> – 11<sup>th</sup> grade students to meet with their math teacher for review, remediation, or credit recovery.

Math and reading connection classes have been established at the middle schools for students who have not met the standards on the math and reading/language arts sections of the CRCT. Counselors also provide assistance to students identified as “at risk” by meeting with them on a regular basis, reviewing their grades, and assisting them in developing goals towards academic success.

Students with special needs are served in the least restrictive environment with teachers who have been trained to deliver instruction through a variety of co-teaching models. ESOL is provided for students with limited English proficiency, and a homeless liaison works with schools to accommodate needs that may otherwise go unmet.

**DESCRIPTION OF STRATEGIES FOR PROFESSIONAL DEVELOPMENT AND PROVISIONS FOR INSTRUCTION BY HIGHLY QUALIFIED STAFF**

Professional development will include training in addressing the needs of students from poverty, as well as, incorporating reading and math strategies across curriculums. We will also have trainings involving instructional technology and teaching students with disabilities using a variety of co-teaching models. We will continue our training involving the data team model ensuring that data is gathered and closely analyzed for the purpose of adjusting instruction. Additional trainings will include higher order thinking and effective ways to get parents more involved in their child’s educational process.

Training for all teachers will occur on site during weekly reserved professional learning times with local experts facilitating when possible. These activities address school improvement initiatives, needs identified in the teacher evaluation process and activities related to personnel competencies needed to address effective instructional programs or implementation of new or revised instructional programs. To maximize funding, in addition to Title I funds, professional development funds, Title II, A funds, CTAE funds and special education funds will be used to provide professional development.

## **DESCRIPTION OF STRATEGIES PLANNED TO INCREASE PARENT INVOLVEMENT BASED ON THE LEA PARENT INVOLVEMENT POLICY**

Lee County School System recognizes the importance of establishing procedures and implementing programs and activities for the involvement of parents in the education of their child. The intent of the parent involvement activities shall be to encourage and support parent-school partnerships aimed at improving the educational opportunities of Title I participating children. An annual needs assessment provides ideas for activities that will meet the needs of the parents.

Parents have expressed the desire to be equipped to better support their students at home. The new math curriculum is an area of particular interest for parents in need of resources. Family math nights will be planned to satisfy this request and help parents facilitate student preparation for culminating projects and exams. Subsequent surveys and areas of weakness identified through evaluation will drive other workshops.

### **PROCEDURES FOR THE COORDINATION OF TITLE I RESOURCES WITH LOCAL, STATE, and FEDERAL RESOURCES TO ENABLE CHILDREN SERVED TO MEET THE STATE CONTENT and PERFORMANCE STANDARDS**

The Lee County School System has a number of programs in place which have been designed to serve high-risk students. These coordinated projects have been implemented to assist students in mastering basic academic skills, especially in reading and mathematics. Further, to develop alternative strategies for students having personal and social problems, counseling services and Special Education Programs provide unique services for students. Programs available to help parents improve communication with their children are provisions made for juniors or seniors who meet specific criteria to enter college or a technical school. The Transitional Learning Center, an alternative education program, is available for students who are in need of intensive academic intervention. Students participating in the Title I program may be eligible for any one or all of these services at the school site.

- i. The mission of the Lee County Schools is to collaborate with other facets of the community to provide purposeful opportunities in a stimulating environment, designed to prepare individuals to become productive citizens. A Pre-School meeting made up of representatives from the school system, parents, Head Start Director, special education director, counselors and principals is conducted to help students make a smooth transition from grade-to-grade, school-to-school, or from specialized programs to a regular school program. Through the coordinated efforts of the school and social service agencies, at-risk four year olds are beginning a traditional school program ready to learn. This same philosophy and mission will be extended to planning and implementing a network of services for the Targeted Assistance School populations, thereby preventing isolation of needed services, services being omitted or duplicated.

- ii. Meetings among the ESOL teacher, principals, and the liaison for the homeless are also conducted to ensure that the needs of students and their families are matched to the appropriate service agencies and to ensure that all available resources are used effectively. It is anticipated that the Pre-K director and Title I coordinator would coordinate these efforts for the Title I students.

**PROCESS FOR REVIEWING PROGRESS MADE BY PARTICIPATING CHILDREN ON AN ONGOING BASIS; AND THE PROCESS FOR REVISING THE PROGRAM AS NEEDED TO PROVIDE ADDITIONAL ASSISTANCE TO ENABLE THESE CHILDREN TO MEET THE STATE CONTENT and STUDENT PERFORMANCE STANDARDS**

Continuous assessment toward mastery of CCGPS objectives will be measured by periodic achievement tests in reading comprehension, progress monitoring in mathematics, locally developed benchmarks, and computer generated assessments. Results will be provided to students and parents on a regular basis. Additionally, the results of these assessments will be carefully studied by individual teachers as well as school and system personnel to analyze student progress, curriculum and instruction, and to evaluate special programs in order to determine needed modifications or revisions. These on-going evaluations will be used to determine student attainment of instruction or the need for more in-depth instruction on a specific objective.

- The CRCT online assessment system can be accessed by teachers, students and parents to provide practice with the state standards. Teachers develop tests with this tool to measure a student's progress on identified CCGPS objectives. Benchmark tests are also developed for use.
- Results from these measures will guide and direct the instruction in the classroom. Teachers make decisions as to what differentiation needs to take place – content, process, products or environment. Groups and assignments are then defined based on these decisions.
- Through the pre-assessments and ongoing formative assessments, teachers revise lessons and activities to help students learn that which we want them to learn.
- Teachers continuously evaluate instruction and student success to determine which students will need further instruction on a standard and to what level. Teachers pull together for team meetings to discuss strategies to ensure that all students can be successful.

## **PROCEDURES FOR ANNUAL ASSESSMENT OF STUDENTS FOR MEETING STATE AND LOCAL EXPECTATIONS**

To determine the level of accomplishment of established goals, the following data will be used:

CRCT scores  
ITBS scores  
Universal/Targeted Screenings  
Quarterly Benchmarks results  
Promotion/Retention Data  
Checkpoints  
EOCT

Teacher observations, parent contributions, student feedback, anecdotal notes and attendance records will also be used in conjunction with the above formal assessments to evaluate student performance.