

2015-2016 LFHS CIP

Locust Fork High School
Blount County Board of Education

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Overview

Plan Name

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Plan Description

Stuff We Are Doing

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Locust Fork High School will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$10259
2	All students at Locust Fork High School will become proficient in math.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$9521
3	All English learners at Locust Fork High School will become proficient in language skills.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$709
4	All faculty and staff of Locust Fork High School will promote good attendance and behavior.	Objectives: 2 Strategies: 2 Activities: 8	Organizational	\$10350

Goal 1: All students at Locust Fork High School will become proficient readers.

Measurable Objective 1:

35% of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Reading by 05/26/2016 as measured by Aspire data..

Strategy 1:

High Quality Tier I Instruction - Provide strategic, standards-based instruction on a daily basis.

Research Cited: Implementing Standards-Based Instruction with Fidelity in Each Classroom

Lauer, P.A., Snow, D., Martin-Glenn, M., VanBuhler, R.J., Stoutemeyer, K., Snow-Renner, R. (2005). The Influence of Standards on K-12 Teaching and Learning: A Research Synthesis. Aurora, CO: Mid-continent Research for Education and Learning.

Instructional Best Practices

Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works. ASCD. Alexandria, VA.

Activity - Strategic, standards-based reading instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a daily basis, core teachers will provide strategic, standards-based instruction and post daily objectives for each lesson based upon CCRS standards; focusing specifically on CCRS Reading anchor standards for ELA, history, science and technical subjects.	Academic Support Program	08/10/2015	05/26/2016	\$3000	Title I Part A	Core teachers
Activity - Rigor and Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing purposeful planning, teachers will implement lessons that promote active student engagement and provide students with opportunities to TWIRL 2.0 (talk, write, investigate, read and listen) on a daily basis. TWIRL 2.0 describes the level of rigor required by CCRS.	Academic Support Program	08/10/2015	05/26/2016	\$3734	Title I Part A	All teachers
Activity - Literacy Standards PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development for science and social studies teachers on the literacy standards that are specific to each content.	Professional Learning	09/04/2015	10/30/2015	\$0	No Funding Required	Science and social studies teachers, administrators
Activity - SREB Literacy Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific LFHS teachers will be trained in SREB Literacy Design Collaborative throughout the year. Students in these classes will complete two modules this year to improve literacy skills.	Academic Support Program	08/10/2015	05/26/2016	\$2500	No Funding Required, Title I Part A	LDC teachers and administrators

Strategy 2:

Tier II Reading Instruction - Provide effective intervention for students who need additional reading instruction and support.

Research Cited: Response to Intervention

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Identify Intervention Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PST will review grades, attendance, STAR data, and discipline reports to determine intervention students throughout the year.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	PST Chairman, administrators, and English teachers

Activity - Language Live!	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Live! will be provided for 7th and 8th grade students who are identified as urgent and intervention students. Instruction is provided daily through computer-based and teacher-led instruction.	Academic Support Program	08/10/2015	05/26/2016	\$1025	Title I Part A	Intervention teachers

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are in need of credit recovery for language arts will be enrolled in A+ courses to earn missed credits.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	Counselors and Credit Recovery Teachers

Goal 2: All students at Locust Fork High School will become proficient in math.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Mathematics by 05/21/2015 as measured by STAR Renaissance.

Strategy 1:

High Quality Tier I Instruction - Utilizing research based, standards-based strategic classroom instruction, LFHS will provide high quality Tier I math instruction for all students.

Research Cited: Instructional Best Practices

Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works. ASCD. Alexandria, VA.

Implementation of Common Core

Common Core Curriculum Maps - Language Arts. San Francisco, CA.

Activity - Strategic, standards-based math instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a daily basis, math teachers will provide strategic, standards-based math instruction and post daily objectives for each lesson, with a focus on the Power Standards.	Academic Support Program	08/06/2015	05/26/2016	\$1625	Title I Schoolwide	Math teachers

Activity - Rigor and Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement lessons that promote active student engagement by providing students with opportunities to TWIRL 2.0 (talk, write, investigate, read and listen) on a regular basis and applying math concepts to real-world scenarios.	Academic Support Program	08/06/2015	05/26/2016	\$0	Title I Schoolwide	Math teachers

Activity - CCRS Problem Solving Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Problem solving strategies will be posted in all math classrooms, and math teachers will refer to them throughout daily lessons. Teachers will utilize real-world problems to connect abstract math concepts with concrete math concepts based upon the TWIRL 2.0 guidelines.	Academic Support Program	08/06/2015	05/26/2016	\$0	No Funding Required	Math teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will conduct daily formative assessments to determine student understanding with the purpose of impacting instruction. Teachers participating in the Math Design Collaborative will implement at least 6 FALs (Formative Assessment Lessons) during the school year.	Academic Support Program	08/10/2015	05/26/2016	\$0	No Funding Required	Administrators and math teachers

Strategy 2:

Tier II Math Instruction - Provide effective intervention for students who need additional math instruction and support.

Research Cited: Response to Intervention

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Identify Tier II Math Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Within the first grading period, administrators, the PST Chairman (Assistant Principal), and core content-area teachers will develop a plan, rosters, schedules and teacher assignments to ensure Tier 2 intervention will be implemented to provide daily additional math instruction for at-risk students. Administrators will also determine which faculty members will provide enrichment or character education to Tier 1 students who do not need math	Academic Support Program	08/06/2015	05/26/2016	\$0	No Funding Required	PST Chairman, administrators and math teachers
Activity - Intervention Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers will provide small group and/or individual instruction to Tier 2 students on a daily basis. Teachers may utilize (but are not limited to) the following resources: A+, Academy of Reading and Math, and Renaissance Place.	Academic Support Program	08/06/2015	05/26/2016	\$0	No Funding Required	Intervention teachers
Activity - PST Team Monitors Intervention Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a monthly basis the PST team will progress monitor the intervention process through collaboration among core content area teachers and intervention teachers by analyzing STAR data, RTI grade sheets.	Academic Support Program	08/06/2015	05/26/2016	\$0	No Funding Required	Administration and PST Team
Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the spring, students who are in need of credit recovery for math will be enrolled in after school credit recovery courses upon A+ software.	Academic Support Program	01/04/2016	04/30/2016	\$7896	Title I Part A	Credit Recovery teachers
Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be available for morning and afternoon math tutoring sessions on a rotating schedule.	Academic Support Program	09/01/2015	05/26/2016	\$0	No Funding Required	Administrators and tutors
Activity - Dreambox Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not scoring proficient in math will have access to the Dreambox intervention program during an intervention class and/or tutoring sessions.	Academic Support Program	09/01/2015	05/26/2016	\$0	No Funding Required	Administrators and math teachers

Goal 3: All English learners at Locust Fork High School will become proficient in language skills.

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency of WIDA language standards in English Language Arts by 05/21/2015 as measured by ACCESS data .

Strategy 1:

Collaboration between Teachers of EL and Reg Ed - Increase collaboration between regular ed and ELL teachers.

Research Cited: Teacher Collaboration

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge

Activity - EL Teacher to Assist Grade Level Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL teacher will assist grade level teachers on how to integrate language objectives with content objectives (e.g. provide lesson demonstrations and team teaching) a) ELL and classroom teachers use planning time to develop lesson plans that integrate language objectives.	Academic Support Program	08/06/2015	05/26/2016	\$709	Title I Part A	EL Teachers and Regular Ed Teachers of EL Students

Goal 4: All faculty and staff of Locust Fork High School will promote good attendance and behavior.

Measurable Objective 1:

collaborate to increase student attendance, decrease student disciplinary actions, and increase the graduation rate by 05/21/2015 as measured by attendance data, discipline referral data and graduation rate.

Strategy 1:

Foster Postive Learning Environment - Foster a climate in which adults identify core values, implement actions to support those values, monitor efforts and celebrate success. All teachers will embed character education into daily instruction. Faculty and staff members will model appropriate behaviors in ethics, dress, attendance and speech.

Research Cited: Developing Leadership through Coaching and Mentoring

Knight, J. (2011). Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction. Thousand Oaks, CA: Corwin Press.

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foster a climate in which adults identify core values, implement actions to support those values, monitor efforts and celebrate success. All teachers will embed character education into daily instruction. Faculty and staff members will model appropriate behaviors in ethics, dress, attendance and speech.	Parent Involvement	08/06/2015	05/26/2016	\$500	Title I Schoolwide	Administrator s and INow Manager and Faculty

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Activity - Good Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with perfect and nearly perfect attendance will be recognized at the school award programs at the end of the school year.	Behavioral Support Program	08/06/2015	05/26/2016	\$216	No Funding Required, Title I Part A	Administrators

Activity - School Nurse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not feeling well will be evaluated by the school nurse and allowed to call home when necessary.	Academic Support Program	08/06/2015	05/26/2016	\$9634	Title I Part A, Title I Schoolwide	Administrators and School Nurse

Activity - Attendance Contracts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will place students in danger of failing due to excessive absences on attendance contracts at the end of each semester.	Behavioral Support Program	08/06/2015	05/26/2016	\$0	No Funding Required	Administrators

Measurable Objective 2:

collaborate to Ensure students will feel a sense of belonging to LFHS by 05/26/2016 as measured by Pre and Post Survey Data and an increase in number of students participating in small groups focused on student interest.

Strategy 1:

Implement "Whatever it Takes" - Students will be assigned a mentor through the PST process. This mentor will meet with their mentee once a week to check on how things are going. They will check on students grades etc and with their teachers. We have also implemented a clothes closet concept that meets the needs of all of our students in addressing clothing needs. We are doing college campus tours for 11-12 grade students to allow them the opportunity to see what the various colleges and universities offer throughout the state. We have partnered with Birmingham Southern College and are working with them through their mentoring program. Students will have the opportunity to be involved in a class/activity of their interest every Friday.

Research Cited: Turn Around Principle 2: Establish a school environment that supports the social, emotional and learning needs of all students

Activity - First 9 Weeks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take a survey to determine needs regarding student advocacy. Administrator will use data to establish a structure for implementing "Whatever it Takes". Teachers will be polled to determine areas of interest that match student data. Small groups will be based on teacher and student feedback. We will establish a clothes closet to address student's needs in having adequate clothing for school. Students will be assigned a mentor through the PST process on an as needed basis. Administrators will ensure that all Mentors will be given a set of criteria that must be met in mentoring their mentee.	Extra Curricular, Academic Support Program, Tutoring, Behavioral Support Program	08/06/2015	10/09/2015	\$0	No Funding Required	Administrators and Teachers of LFHS

Activity - Second 9 Weeks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students will meet with their small groups 7 times during the second nine weeks as part of the "Whatever it Takes" initiative at LFHS. Feedback will be collected to make adjustments to this initiative. Juniors and Seniors that choose to go on the college campus tours will have the opportunity to have an official tour of JSU and UAB during the second nine weeks. Mentors will meet with their mentees 9 times during the grading period.</p>	<p>Field Trip, Extra Curricular, Academic Support Program, Tutoring, Behavioral Support Program</p>	<p>10/13/2015</p>	<p>12/18/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration and Faculty of LFHS</p>
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Activity - Third 9 Weeks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Student feedback from the first semester will be used to make adjustments if needed to the small group "Whatever it Takes" initiative. These groups will continue to meet each week throughout the nine weeks. Applications will be taken from the Juniors to be selected into the Birmingham Southern College mentoring program. Juniors and Seniors will have the opportunity to take a college campus tour of the University of Alabama. Clothes/coats will be available to students through the clothes closet initiative. Mentors will continuously meet with their mentees on a weekly basis.</p>	<p>Field Trip, Extra Curricular, Academic Support Program, Tutoring, Behavioral Support Program</p>	<p>01/04/2016</p>	<p>03/18/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators and Faculty of LFHS</p>

Activity - Fourth 9 Weeks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students will continue to meet in the small group "Whatever it Takes" initiative every week of the nine weeks grading period. Students will take a post survey to evaluate the effectiveness of small groups on student advocacy. Students/small groups will conduct an end of the year product to share with other students and faculty. Interested Juniors and Seniors will have the opportunity to go on a college campus tour of Auburn University. Students will continue to have the opportunity to receive clothing from the clothes closet. Selected Juniors will meet with their Birmingham Southern Mentor group throughout the nine weeks. Mentors will continue to meet with their mentees throughout the last nine weeks. The PST will gather evidence from mentors to transition the student into the next school year.</p>	<p>Field Trip, Extra Curricular, Academic Support Program, Technology, Tutoring, Behavioral Support Program</p>	<p>03/21/2016</p>	<p>05/26/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration and Faculty of LFHS</p>

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
Credit Recovery	In the spring, students who are in need of credit recovery for math will be enrolled in after school credit recovery courses upon A+ software.	Academic Support Program	01/04/2016	04/30/2016	\$7896	Credit Recovery teachers
Language Live!	Language Live! will be provided for 7th and 8th grade students who are identified as urgent and intervention students. Instruction is provided daily through computer-based and teacher-led instruction.	Academic Support Program	08/10/2015	05/26/2016	\$1025	Intervention teachers
EL Teacher to Assist Grade Level Teachers	ELL teacher will assist grade level teachers on how to integrate language objectives with content objectives (e.g. provide lesson demonstrations and team teaching) a) ELL and classroom teachers use planning time to develop lesson plans that integrate language objectives.	Academic Support Program	08/06/2015	05/26/2016	\$709	EL Teachers and Regular Ed Teachers of EL Students
School Nurse	Students who are not feeling well will be evaluated by the school nurse and allowed to call home when necessary.	Academic Support Program	08/06/2015	05/26/2016	\$9384	Administrators and School Nurse
Rigor and Engagement	Utilizing purposeful planning, teachers will implement lessons that promote active student engagement and provide students with opportunities to TWIRL 2.0 (talk, write, investigate, read and listen) on a daily basis. TWIRL 2.0 describes the level of rigor required by CCRS.	Academic Support Program	08/10/2015	05/26/2016	\$3734	All teachers
Good Attendance Recognition	Students with perfect and nearly perfect attendance will be recognized at the school award programs at the end of the school year.	Behavioral Support Program	08/06/2015	05/26/2016	\$216	Administrators
Strategic, standards-based reading instruction	On a daily basis, core teachers will provide strategic, standards-based instruction and post daily objectives for each lesson based upon CCRS standards; focusing specifically on CCRS Reading anchor standards for ELA, history, science and technical subjects.	Academic Support Program	08/10/2015	05/26/2016	\$3000	Core teachers
SREB Literacy Design Collaborative	Specific LFHS teachers will be trained in SREB Literacy Design Collaborative throughout the year. Students in these classes will complete two modules this year to improve literacy skills.	Academic Support Program	08/10/2015	05/26/2016	\$2500	LDC teachers and administrators
Total					\$28464	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Strategic, standards-based math instruction	On a daily basis, math teachers will provide strategic, standards-based math instruction and post daily objectives for each lesson, with a focus on the Power Standards.	Academic Support Program	08/06/2015	05/26/2016	\$1625	Math teachers
Communication	Foster a climate in which adults identify core values, implement actions to support those values, monitor efforts and celebrate success. All teachers will embed character education into daily instruction. Faculty and staff members will model appropriate behaviors in ethics, dress, attendance and speech.	Parent Involvement	08/06/2015	05/26/2016	\$500	Administrators and INow Manager and Faculty
School Nurse	Students who are not feeling well will be evaluated by the school nurse and allowed to call home when necessary.	Academic Support Program	08/06/2015	05/26/2016	\$250	Administrators and School Nurse
Rigor and Engagement	Teachers will implement lessons that promote active student engagement by providing students with opportunities to TWIRL 2.0 (talk, write, investigate, read and listen) on a regular basis and applying math concepts to real-world scenarios.	Academic Support Program	08/06/2015	05/26/2016	\$0	Math teachers
Total					\$2375	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Third 9 Weeks	Student feedback from the first semester will be used to make adjustments if needed to the small group "Whatever it Takes" initiative. These groups will continue to meet each week throughout the nine weeks. Applications will be taken from the Juniors to be selected into the Birmingham Southern College mentoring program. Juniors and Seniors will have the opportunity to take a college campus tour of the University of Alabama. Clothes/coats will be available to students through the clothes closet initiative. Mentors will continuously meet with their mentees on a weekly basis.	Field Trip, Extra Curricular, Academic Support Program, Tutoring, Behavioral Support Program	01/04/2016	03/18/2016	\$0	Administrators and Faculty of LFHS
Formative Assessment	Math teachers will conduct daily formative assessments to determine student understanding with the purpose of impacting instruction. Teachers participating in the Math Design Collaborative will implement at least 6 FALS (Formative Assessment Lessons) during the school year.	Academic Support Program	08/10/2015	05/26/2016	\$0	Administrators and math teachers
Identify Intervention Students	The PST will review grades, attendance, STAR data, and discipline reports to determine intervention students throughout the year.	Academic Support Program	08/10/2015	05/26/2016	\$0	PST Chairman, administrators, and English teachers

Literacy Standards PD	Provide professional development for science and social studies teachers on the literacy standards that are specific to each content.	Professional Learning	09/04/2015	10/30/2015	\$0	Science and social studies teachers, administrators
Credit Recovery	Students who are in need of credit recovery for language arts will be enrolled in A+ courses to earn missed credits.	Academic Support Program	08/10/2015	05/26/2016	\$0	Counselors and Credit Recovery Teachers
Good Attendance Recognition	Students with perfect and nearly perfect attendance will be recognized at the school award programs at the end of the school year.	Behavioral Support Program	08/06/2015	05/26/2016	\$0	Administrators
PST Team Monitors Intervention Progress	On a monthly basis the PST team will progress monitor the intervention process through collaboration among core content area teachers and intervention teachers by analyzing STAR data, RTI grade sheets.	Academic Support Program	08/06/2015	05/26/2016	\$0	Administration and PST Team
Identify Tier II Math Students	Within the first grading period, administrators, the PST Chairman (Assistant Principal), and core content-area teachers will develop a plan, rosters, schedules and teacher assignments to ensure Tier 2 intervention will be implemented to provide daily additional math instruction for at-risk students. Administrators will also determine which faculty members will provide enrichment or character education to Tier 1 students who do not need math	Academic Support Program	08/06/2015	05/26/2016	\$0	PST Chairman, administrators and math teachers
Fourth 9 Weeks	Students will continue to meet in the small group "Whatever it Takes" initiative every week of the nine weeks grading period. Students will take a post survey to evaluate the effectiveness of small groups on student advocacy. Students/small groups will conduct an end of the year product to share with other students and faculty. Interested Juniors and Seniors will have the opportunity to go on a college campus tour of Auburn University. Students will continue to have the opportunity to receive clothing from the clothes closet. Selected Juniors will meet with their Birmingham Southern Mentor group throughout the nine weeks. Mentors will continue to meet with their mentees throughout the last nine weeks. The PST will gather evidence from mentors to transition the student into the next school year.	Field Trip, Extra Curricular, Academic Support Program, Technology, Tutoring, Behavioral Support Program	03/21/2016	05/26/2016	\$0	Administration and Faculty of LFHS
Dreambox Intervention	Students not scoring proficient in math will have access to the Dreambox intervention program during an intervention class and/or tutoring sessions.	Academic Support Program	09/01/2015	05/26/2016	\$0	Administrators and math teachers
Intervention Period	Intervention teachers will provide small group and/or individual instruction to Tier 2 students on a daily basis. Teachers may utilize (but are not limited to) the following resources: A+, Academy of Reading and Math, and Renaissance Place.	Academic Support Program	08/06/2015	05/26/2016	\$0	Intervention teachers

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SREB Literacy Design Collaborative	Specific LFHS teachers will be trained in SREB Literacy Design Collaborative throughout the year. Students in these classes will complete two modules this year to improve literacy skills.	Academic Support Program	08/10/2015	05/26/2016	\$0	LDC teachers and administrators
Attendance Contracts	Administrators will place students in danger of failing due to excessive absences on attendance contracts at the end of each semester.	Behavioral Support Program	08/06/2015	05/26/2016	\$0	Administrators
Tutoring	Teachers will be available for morning and afternoon math tutoring sessions on a rotating schedule.	Academic Support Program	09/01/2015	05/26/2016	\$0	Administrators and tutors
First 9 Weeks	Students will take a survey to determine needs regarding student advocacy. Administrator will use data to establish a structure for implementing "Whatever it Takes". Teachers will be polled to determine areas of interest that match student data. Small groups will be based on teacher and student feedback. We will establish a clothes closet to address student's needs in having adequate clothing for school. Students will be assigned a mentor through the PST process on an as needed basis. Administrators will ensure that all Mentors will be given a set of criteria that must be met in mentoring their mentee.	Extra Curricular, Academic Support Program, Tutoring, Behavioral Support Program	08/06/2015	10/09/2015	\$0	Administrators and Teachers of LFHS
Second 9 Weeks	Students will meet with their small groups 7 times during the second nine weeks as part of the "Whatever it Takes" initiative at LFHS. Feedback will be collected to make adjustments to this initiative. Juniors and Seniors that choose to go on the college campus tours will have the opportunity to have an official tour of JSU and UAB during the second nine weeks. Mentors will meet with their mentees 9 times during the grading period.	Field Trip, Extra Curricular, Academic Support Program, Tutoring, Behavioral Support Program	10/13/2015	12/18/2015	\$0	Administration and Faculty of LFHS
CCRS Problem Solving Strategies	Problem solving strategies will be posted in all math classrooms, and math teachers will refer to them throughout daily lessons. Teachers will utilize real-world problems to connect abstract math concepts with concrete math concepts based upon the TWIRL 2.0 guidelines.	Academic Support Program	08/06/2015	05/26/2016	\$0	Math teachers
Total					\$0	