



ALABAMA STATE DEPARTMENT OF EDUCATION
Joseph B. Morton, State Superintendent of Education
2008 - 2009

CONTINUOUS IMPROVEMENT PLAN

Title I Schoolwide Programs

Note: Blank copy is available on www.alsde.edu, Sections, Accountability Roundtable, Publications and e-GAP Document Library

Submit plans to your system's e-GAP Document Library



NAME OF SCHOOL: Locust Fork High School			
STREET ADDRESS: 77 School Road		CITY: Locust Fork	STATE: Alabama
		ZIP CODE: 35097	
CONTACT: Daniel Smith		TELEPHONE: (205) 681-7846	E-MAIL: dsmith@blountboe.net
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 or more <input type="checkbox"/>			
ALL PLANS: Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 7, 2008.			
If using any Federal funding: Submit to LEA for Board approval. Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, AL 36130-2101. Submit the plan electronically to your system's e-GAP Document Library by November 7, 2008.			
Made AYP? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Made AMAOs (ELL)? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. The CIP will be made available to parents and local stakeholders through parent meetings, orientation meetings and the school web-site. A copy will be retained in the front office for review upon request.			
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2008.			
Board Signature:			
Superintendent Signature:		Date:	
Federal Programs Coordinator Signature:		Date:	
Principal Signature:		Date:	

System: Blount County
 School: Locust Fork High School
 August 2008

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April, May – September 200_):
 August 2008-August 2009

Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):

A local school improvement team was identified and selected by the local school principal. The team was comprised of faculty representatives from each academic department (i.e. administration, counseling, English, mathematics, social studies, science, electives and physical education), the STI manager, support staff, and parent representatives. After the team was identified, the team studied various data sources; including, The School Report Card, previous Continuous Improvement Plans, AYP, graduation exam results, SAT and ARMT results, STI data (discipline, attendance, demographics etc.), PRIDE survey, ACCESS test for ELL, Character Education Plan, School Safety Plan, At-Risk Ranking, 2005 SACS Accreditation Report, and Student Drop-out Report. The team then identified the school's strengths and weaknesses. Based upon these strengths and weaknesses, goals were identified and agreed upon. The 2008 CIP was then revised and expanded by committee members.

<p align="center">Instructional Leadership Team Names</p> <p>(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p align="center">Positions</p> <p>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center">Signatures</p> <p>(Indicates participation in the development of the CIP)</p>
Daniel Smith Tim Clevenger John Hughes Grindl Weldon Heidi Chambers Kristen Sherrer Dennis Martin Peggy Harris Ryan Thomas Marcia Butler Vicki Wallis Jeff Hallmark Debbie Hancock Tammy Lawler Taylor Dyar	Principal Assistant Principal Counselor Faculty—English Faculty—Spanish Faculty—Mathematics Faculty—Social Studies Faculty—Science Faculty—Physical Education Faculty—Special Education STI Manager Community Stakeholder Parent Parent Student	

Part I - SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for the summary of needs based on a comprehensive review of data.

System: Blount County
School: Locust Fork High School
August 2008

Part I - continued – DIRECTIONS: NEEDS ASSESSMENT- SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students.

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
After the team was identified, the team studied various data sources; including, The School Report Card, previous Continuous Improvement Plan, AYP, ASHGE results, SAT and ARMT results, STI data (discipline, attendance, demographics etc.), PRIDE survey, ACCESS test for ELL, Character Education Plan, School Safety Plan, School Technology Plan, At-Risk Ranking, 2005 SACS Accreditation Report, and Student Drop-out Report. The team then identified the school's strengths and weaknesses. Based upon these strengths and weaknesses, goals were identified and agreed upon. The 2008 CIP was then revised and expanded by committee members.	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.	
Teachers at LFHS are certified and HQT within their subject matter. In order to enhance knowledge or subject matter and performance in the classroom, certified employees participate in required annual professional development and are also encouraged to pursue further professional development and advanced degrees. Teacher assignments are made by the administration with expectation of teachers addressing the standards and objectives for student mastery. Faculty group and departmental meetings are conducted on a regular basis to plan strategies that help ensure effective learning techniques for the academic needs of students. The administration monitors the implementation of the instructional process and works with the faculty to make the appropriate assignments and decisions concerning the curriculum.	
Number and percentage of teachers Non-HQT: Not applicable—all LFHS teachers are HQT.	Number and percentage of Classes Taught by Non-HQT: Not applicable—all LFHS teachers are HQT.
Alabama High School Graduation Exam (ASHGE):	
Strengths: At Locust Fork, the student participation rate and the eventual desirable results on the ASHGE meet or exceed local and state requirements.	Weaknesses: Locust Fork High School has consistently maintained acceptable levels of academic performance; however, students have not yet demonstrated excellence in any area. Mathematics, Reading, Language and Social Studies scores indicate areas of concern.
Alabama Reading and Mathematics Test (ARMT):	
Strengths: In the reading subject area, in 2008, 7 th grade students scored 74% proficient (an increase of 1%) and in the math subject area, 7 th grade students score 52% proficient (an increase of 4%).	Weaknesses: For the 2008 testing period in the reading subject area, students in grade 8 scored 68% proficient (a decrease of 12%). In the math subject area, students in grade 8 scored 56% proficient (a decrease of 4%).
Alabama Science Assessment:	
Strengths: 7 th	Weaknesses: 7 th
Stanford 10:	
Student participation rate is above 95% and exceeds the state requirement. 7 th grade SAT-10 reading, language and science scores demonstrated 2-6% improvement overall.	Students in the 8 th grade demonstrated a decrease in proficiency (from 1-19%) overall in reading math and language skills.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Not Applicable	Not Applicable

System: Blount County
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Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: Student participation rate is consistently above 95% and exceeds the state requirement. 81% of students in the 7 th grade met or exceeded the standard and scored a III or IV. 72% of students in the 10 th grade met or exceeded the standard and scored at III or IV, an increase of 10% over the previous year.	Weaknesses: Scores indicate that LFHS is below 80% for grade 10 students achieving level III and level IV scores.
ACCESS for English Language Learners (ELLs):	
Strengths: LFHS met AMAOs in 2008. APLA percentages were well above the 60% benchmark set by the ALSDE in 2006 and 2007.	Weaknesses: LFHS had one ELL student in 2008 that has been an ALP for 5 or more years and the student did not exit ESL in 2008.
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: All Locust Fork teachers and administrators that undergo the PEPE evaluation cycle have met or exceeded state requirements for scoring. All certified staff develop and complete a PDP (Professional Development Plan) yearly which assists in identifying individual strengths and weaknesses.	Weaknesses: There needs to be more collaboration and communication among certified staff. Locust Fork teachers need to increase their use of technology in the classroom when appropriate as stated in PEPE indicator 2.3.
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: Additional data reveals that instruction is aligned with goals and expectations for student learning; the faculty at LFHS meets standards from NCLB and assessment clearly defines the expectations for student learning.	Weaknesses: Additional data reveals that students scored lower on standardized mathematics and social studies and students failing the math and social studies portion of the AHSGE exam do not take advantage of the remediation options offered.
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: All Locust Fork teachers are highly qualified in their respective teaching assignments. Classroom goals and performance standards are aligned with the school, system, and state standards. Individualized Education Plans (IEPs) and 504 Plans are utilized to measure achievement for special needs students. The BBSST committee recommends, accommodates and tracks students who are experiencing academic difficulties. Current data from Wallace State College indicates that 85% of entering freshmen display college readiness in Math and 78% display college readiness in Reading.	Weaknesses: Locust Fork needs more consistency in the referral process for BBSST so that all eligible students are served. Locust Fork students who take the ACT (American College Test) average a 20.4 composite which exceeds both the system and state average but falls below the national average. The average subject-area composite scores indicate math is an area of concern. Current data from Wallace State College indicates that only 57% of entering freshmen display college readiness in English.
Career and Technical Education Program Improvement Plan:	
Strengths: More Locust Fork students are becoming involved in the Blount County Career Technical center. Career-Tech is offered on campus through the Agri-Science and Family and Consumer Science programs. Students who participate in Career-Tech also have access to an Area-Vocational Center of Technology.	Weaknesses: The on campus Career-Technical program facilities need to be updated through remodeling of the physical plant and a wider variety of subjects that can be offered.

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Part I - Continued:	
School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).	
Strengths: There has been a reduction in student disciplinary referrals in the past years at LFHS. In addition, alternative school assignments decreased by 17%, suspensions by 24%, expulsions by 50% and in-school suspensions decreased by 13%	Weaknesses: Despite the overall reduction of student disciplinary referrals there was a 10% increase in corporal punishment and the 7 th grade accounted for 31% of all discipline referrals.
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: The most current graduation rate available (based upon 2006-2007 data) indicates LFHS achieved a Graduation rate of 67% (a 12% decrease from the previous year).	Weaknesses: While LFHS is not in School Improvement, the graduation dropped by 12% to 67% (falling below the state and local rates) for the graduating class of 2007; the estimated graduation rate for the class of 2008 is 77% indicating an increase in the 2007-2008 data.
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: Overall teacher attendance is good. The faculty is conscious of correlation between teacher attendance and student achievement. Teacher turnover occurs but is minimal.	Weaknesses: There is a small percentage of inexperienced faculty and recruiting qualified teachers is difficult at times.
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).	
Strengths: While student enrollment has steadily increased over the past two years by 7%, LFHS has maintained an ADA of 94% which is in line with the system and state attendance data. Attendance is reviewed daily, and students who are potential attendance problems or have unexcused absences are individually counseled by an administrator on the attendance policy.	Weaknesses: Lack of parental support and involvement with regard to student attendance is often an issue. In part due to new policy implementation, student tardies increased by 54% in the past year. Additionally, students who are consistently tardy are held more accountable than in the past.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: Data from 2005 SACS review shows parents perceive the educational program offered to students is of high quality and prepares students to face problems and issues they may encounter in the future. Additionally, parents indicate they are informed of important school events and policies and are encouraged to participate in all phases of the school's programs.	Weaknesses: Data from 2005 SACS review shows parents believe that student access to resources such as the media center and a computer lab should be improved upon. Further, parents perceive that students do not receive counseling services and support in a timely manner.
School Perception Information related to student PRIDE data.	
Strengths: The majority of our students feel safe in the classroom, school and community environment and the percentages of students who feel safe has increased by 2-3% in each category. All of the violence indicators on the PRIDE survey have stayed the same or decreased.	Weaknesses: Of the students reporting <i>never</i> participating in school activities, 30.5% have used an illicit drug, students reporting <i>never</i> making good grades, 90.9% reported using illicit drugs. Of students participating in school activities and making good grades, approximately 15.3% report using illicit drugs (an increase of 7.3%)
School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).	
Strengths: Teachers are receiving ongoing training and implementing instruction based on the SIOP model.	Weaknesses: SIOP is a detailed and long-range instructional model that will take time to implement.
School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).	
Strengths: In 2008, approx. 100% of LEP students met APLA on the ACCESS test. LEP students receive weekly classes from a certified HQT ELL teacher. The ELL teacher provides detailed language proficiency level information on each student to all academic teachers. Regular education teachers and ELL staff collaborate to address scheduling, instruction, and training issues.	Weaknesses: One LEP-2 student has been enrolled in the ELL program for 5 years or more and did not score proficient in 2008. ELL classes meet twice weekly due to an itinerant ELL teacher schedule.
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: LFHS curriculum is aligned with the State Courses of Study and LEA curriculum guides. Tutoring (by core subject matter) is offered Monday-Thursday mornings.	Weaknesses: Teachers find that students do not voluntarily take advantage of tutoring opportunities.

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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 The CIP (Continuous Improvement Plan) goal for Locust Fork High School is to increase the graduation rate percentage from 67% to 90% during the 2008-2009 school year.

Data Results on which goal is based:
 2007-2008 State Board of Education School Report Card, ASHGE data, AYP data, and Graduation Rate data

TARGET GRADE LEVEL(S): 9 – 12	TARGET CONTENT AREA(S): Math & Reading	AHSGE: Math & Reading	ADDITIONAL ACADEMIC INDICATORS: Non-Mastery Report	TARGET STUDENT SUBGROUP(S): Seniors
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
		WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?			DATE	(+ /-), N/A
<p>AHSGE non-mastery items for grades 11 and 12 in mathematics & reading.</p> <p>AHSGE Math: I-2 Add and subtract polynomial; II-2 Solve quadratic equations; II-3 Solve systems of linear equations; II-4 Solve multi-step inequalities; III-2 Find the range of functions; VI-1 Translate: Verbal/Symbolic: Graph: Equations/Inequalities; VII-2 Apply Pythagorean Theorem; VII-4 Apply properties of geometric figures.</p> <p>AHSGE Reading: II-1 Identify main idea; II-2 Draw conclusions.</p>	<p>Strategy: Implement explicit, intensive instruction. Action Step: Basic Skills classes, calculator instruction, test-taking instruction and one-on-one instruction.</p> <p>Strategy: Monthly departmental meetings will be held to formulate methods for instruction and assessment. Action Step: Teachers will use graphic organizers, pre and post assessments, collaborative learning and scaffolding techniques. Students will learn to summarize, identify similarities and differences, interpret non-linguistic representations, and take notes.</p>	<ul style="list-style-type: none"> Content area teachers will track student progress at mid term and end of term at each grading period Common Assessments will be administered at the end of each semester based upon departmental strategies and benchmarks. AHSGE testing results will be used as a checkpoint three times a year. 	<p>Test results will indicate a 2% increase in number of non-passing students reaching 70% mastery. Periodic assessments (AHSGE: September, December & March) should show mastery.</p>	<ul style="list-style-type: none"> LFHS Administration will monitor student progress and teacher intervention practices. Content area teachers will review student grades at mid-term and the end of the grading A mentoring or advising system for students identified as At-Risk will be established through departmental meetings. Daily tutoring (by subject matter) will be offered for any student. 	<ul style="list-style-type: none"> AHSGE Item Specifications (No Cost) 2003 <i>Alabama Course of Study: Mathematics</i> (No Cost) 2007 <i>Alabama Course of Study: English Language Arts</i> (No Cost) High-Hopes tutoring (\$7,000) Pass-Key (No Cost) Skills Bank (No Cost) Plato software (No Cost) American Book Company study guides (No Cost) Enrichment Plus (\$1,500) USA Test Prep (\$2,550) ACCESS learning Model for remediation (No Cost) 	<p>LEA / School Leadership Team will review monthly.</p>	

*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 The CIP (Continuous Improvement Plan) goal for Locust Fork High School is to decrease the student drop-out rate by 2% during the 2008-2009 school year.

Data Results on which goal is based:
 2007-2008 State Board of Education School Report Card, ASHGE data, AYP data (Graduation Rate = 67%, Drop-out Rate = 6%)

TARGET GRADE LEVEL(S): 9 – 12	TARGET CONTENT AREA(S): Math & Reading	AHSGE: Math & Reading	ADDITIONAL ACADEMIC INDICATORS: Report cards and progress reports	TARGET STUDENT SUBGROUP(S): At-Risk students in 9 th and 10 th grades
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN		
		WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?			DATE	(+ / -), N/A	
<p>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</p>	<p>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</p>				<p>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?</p>	<p>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</p>		
<p>AHSGE non-mastery items for grades 11 and 12 in mathematics & reading.</p> <p>AHSGE Math: I-2 Add and subtract polynomial; II-2 Solve quadratic equations; II-3Solve systems of linear equations; II-4 Solve multi-step inequalities; III-2 Find the range of functions; VI-1 Translate: Verbal/Symbolic: Graph: Equations/Inequalities; VII-2 Apply Pythagorean Theorem; VII-4 Apply properties of geometric figures.</p> <p>AHSGE Reading: II-1 Identify main idea; II-2 Draw conclusions.</p>	<p>Strategy: Implement explicit, intensive instruction. Action Step: Implement use of graphic organizers, pre and post assessments, collaborative learning and scaffolding techniques. the AMSTI model of instruction, and the Project Community outdoor classroom program.</p> <p>Strategy: Develop intervention strategies to increase involvement for At-Risk students. Action Step: Implement use of graphic organizers, pre and post assessments, collaborative learning and scaffolding techniques. Students will learn to summarize, identify similarities and differences, interpret non-linguistic representations, and take notes. Peer tutoring, Daily tutoring, and Basic skills classes for remediation in all content areas for students in grades 7-12.</p>	<ul style="list-style-type: none"> The drop-out tracking log will be reviewed bi-weekly by counselors Progress reports and report cards will be monitored as issued. Pass/Fail report will be reviewed by LFHS administration each grading period. Attendance report BBSST data will be reviewed by teachers and administration each grading period. Data will be reviewed monthly in departmental and grade-level meetings. 	<p>Every grading period (9 weeks), the anticipated increase in proficiency will be 0.5% in content/ subject areas as indicated by report card grades.</p>	<ul style="list-style-type: none"> Teacher/Student mentoring for identified at-risk students will be ongoing. Peer tutoring will be utilized as needed. Daily tutoring (by subject matter) is available Monday-Thursday at 7:00 a.m. Students attend on a voluntary or recommended basis. Basic skill classes for remediation in all content areas for students in grades 10-12. Basic skills classes have been implemented in 7th and 8th grade. 	<ul style="list-style-type: none"> High-Hopes tutoring (\$7,000) Pass-Key (No Cost) Skills Bank (No Cost) Plato software(No Cost) American Book Company study guides (No Cost) AMSTI resources (No Cost) Project Community resources (No Cost) Enrichment Plus (\$1,500) USA Test Prep (\$2,550) ACCESS Learning Model for remediation (No Cost) 	<p>LEA / School Leadership Team will review monthly.</p>		

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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 The CIP (Continuous Improvement Plan) goal for Locust Fork High School is to maintain or increase 7th and 8th grade proficiencies on the SAT 10 and ARMT by 2%.

Data Results on which goal is based:
 2007-2008 State Board of Education School Report Card, SAT 10 data, ARMT data

TARGET GRADE LEVEL(S): 7 - 8	TARGET CONTENT AREA(S): All subjects	AHSGE: All components	ADDITIONAL ACADEMIC INDICATORS: Report cards and progress reports	TARGET STUDENT SUBGROUP(S): At-Risk, SPE and LEP students in 7 th and 8 th grades
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
		WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?			DATE	(+ /-), N/A
<p>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</p> <p>Grade 7, SAT 10:</p> <ul style="list-style-type: none"> Reading Vocabulary & Comprehension Mathematic Problem-solving & Procedures Language Mechanics & Expression Science <p>Grade 7, ARMT</p> <ul style="list-style-type: none"> Reading Mathematics <p>Grade 8, SAT 10:</p> <ul style="list-style-type: none"> Reading Vocabulary & Comprehension Mathematic Problem-solving & Procedures Language Mechanics & Expression <p>Grade 8, ARMT</p> <ul style="list-style-type: none"> Reading Mathematics 	<p>Strategy: Implement explicit, intensive instruction.</p> <p>Action Step: Implement use of graphic organizers, pre and post assessments, collaborative learning and scaffolding techniques. the AMSTI model of instruction, and the Project Community outdoor classroom program.</p> <p>Strategy: Develop intervention strategies to increase involvement for At-Risk students.</p> <p>Action Step: Implement use of graphic organizers, pre and post assessments, collaborative learning and scaffolding techniques. Students will learn to summarize, identify similarities and differences, interpret non-linguistic representations, and take notes.</p> <p>Peer tutoring, Daily tutoring, and Basic skills classes for remediation in all content areas for students in grades 7-12.</p>	<ul style="list-style-type: none"> Progress reports and report cards will be monitored as issued. Pass/Fail report will be reviewed by LFHS administration each grading period. Attendance report BBSST data will be reviewed by content area teachers and administration each grading period. Data will be reviewed monthly in departmental and grade-level meetings. 	<p>Every grading period (9 weeks), the anticipated increase in proficiency will be 0.5% in content/ subject areas as indicated by report card grades and benchmark assessments.</p>	<ul style="list-style-type: none"> Teacher/Student mentoring for identified at-risk students will be ongoing. Peer tutoring will be utilized as needed. Daily tutoring (by subject matter) is available Monday-Thursday at 7:00 a.m. Students attend on a voluntary or recommended basis. Basic skills classes for remediation in all content areas for students in grades 7-12. 	<ul style="list-style-type: none"> AMSTI resources (No Cost) Project Community resources (No Cost) ARMT Specifications (No Cost) SAT Workbooks (No Cost) 	<p>LEA / School Leadership Team will review monthly.</p>	

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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 The CIP (Continuous Improvement Plan) goal for Locust Fork High School is to increase the proficiency index by 2%.
Data Results on which goal is based:
 AHSGE Results and AYP Results, 2006-2007 School Report Card, SAT 10 data, ARMT data, and STAR Reading & Math

TARGET GRADE LEVEL(S): 7-8, 11 SPE	TARGET CONTENT AREA(S): Math and Reading	AHSGE: Math and Reading	ADDITIONAL ACADEMIC INDICATORS: Report cards and progress reports	TARGET STUDENT SUBGROUP(S): 11 th grade SPE			
COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED MO/QUARTER CHECKPOINT?	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)	DATE	(+,-), N/A
<p>Grade 7, SAT 10: Reading; Mathematics Grade 7, ARMT: Reading; Mathematics Grade 8, SAT 10: Reading; Mathematic Grade 8, ARMT: Reading; Mathematics</p> <p>AHSGE Non-Mastery Items: AHSGE Math: I-2 Add and subtract polynomial; II-2 Solve quadratic equations; II-3Solve systems of linear equations; II-4 Solve multi-step inequalities; III-2 Find the range of functions; VI-1 Translate: Verbal/Symbolic: Graph: Equations/Inequalities; VII-2 Apply Pythagorean Theorem; VII-4 Apply properties of geometric figures. AHSGE Reading: II-1 Identify main idea; II-2 Draw conclusions.</p>	<p>Strategy: Implement explicit, intensive instruction guided by research-based reading and math strategies. Action Step: Basic Skills classes, calculator instruction, test-taking instruction and one-on-one instruction. Strategy: Increase cross-curricular involvement between 11th grade and teachers and SPE teachers. Action Step: Tuesday/Wednesday morning tutoring, Basic Skills classes for AHSGE remediation, peer tutoring, etc.</p>	<ul style="list-style-type: none"> Progress reports and report cards will be monitored as issued. Pass/Fail report will be reviewed by LFHS administration each grading period. A.D.A. BBSST data will be reviewed by content area teachers and administration each grading period. Data will be reviewed monthly in departmental, grade-level and IEP meetings. 	Every grading period (9 weeks), the anticipated increase in proficiency will be 0.5% in content/ subject areas as indicated by report card grades.	<ul style="list-style-type: none"> Teacher/Student mentoring for identified at-risk students will be ongoing. Peer tutoring will be utilized as needed. Daily tutoring (by subject matter) is available Monday-Thursday at 7:00 a.m. Students attend on a voluntary or recommended basis. Basic skills classes for remediation in all content areas for students in grades 7-12. 	<ul style="list-style-type: none"> AMSTI resources (No Cost) Project Community (No Cost)resources ARMT Specifications (No Cost) SAT Workbooks (No Cost) Enrichment Plus (\$1,500) American Book Company (No Cost) USA Test Prep (\$2,550) Plato Software (No Cost) PassKey Software (No Cost) 	LEA / School Leadership Team will review monthly.	

*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation as part of the needs assessment in forming goals.

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 100% of students in LEP program 5 years or longer will score proficient on ACCESS during the 2007-2008 school year.

Data on which goal is based:
 ACCESS/WIDA

TARGET GRADE LEVEL(S): 7-12	TARGET ELP LANGUAGE DOMAIN(S): <i>Reading</i> <i>Writing</i> Listening Speaking <i>Comprehension</i>
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE ENGLISH LANGUAGE PROFICIENCY? <small>(List specific strategies, not programs or program names.)</small>	WHAT DATA WILL BE USED THROUGHOUT THE YEAR TO MEASURE PROGRESS? HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED WITH EACH REVIEW? MO/QUARTERLY	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MAKING ADEQUATE PROGRESS IN LANGUAGE ACQUISITION (APLA) AND OR ATTAINING ENGLISH LANGUAGE PROFICIENCY?	WHAT RESOURCES ARE NEEDED FOR SUCCESSFUL IMPLEMENTATION?	DATE	(+,-), N/A
Language Domain: Reading, Writing, Listening, and Speaking. WIDA Standards: <ul style="list-style-type: none"> • Social and Instructional • Language Arts • Math • Science • Social Studies 	Strategy: Increase collaboration between regular ed and ELL teachers. Action Step: ELL teacher will assist grade level teachers on how to integrate language objectives with content objectives (e.g. provide lesson demonstrations and team teaching) ELL and classroom teachers use planning time to develop lesson plans that integrate language objectives.	<ul style="list-style-type: none"> • ELL student folders (using formative framework of WIDA ELP standards) • ELL progress reports (Progress will be measured every grading period) 	A 2% increase with 85% accuracy in language at the end of each nine weeks.	<ul style="list-style-type: none"> • Assign teacher mentor for ELL students. • Ell itinerate teacher will provide individual instruction during the day. • Provide planning and collaboration time for ELL and content teacher to focus on areas of instructional need using the Individual English Language Plan (I-ELP) for identified students 	<ul style="list-style-type: none"> • Professional development in ELL Literacy, WIDA standards • Student materials • Time allocated for teacher collaboration • ELL and individual teacher meetings 	LEA / School Leadership Team will review monthly.	

*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA REVIEW IN SUPPORT OF PLAN	
			DATE	(+,-), N/A
Discipline problems show a lack of personal and social responsibility.	Students will be indoctrinated in the traits of good character and citizenship through a comprehensive character education program.	CHARACTER COUNTS!		
A lack of recognition for students who excel in academics, community/school service and good citizenship. Student motivation for learning among grades 7-9 is low. Additionally, motivation for learning and attending school decreases for students in grades 10-12 who are pursuing the occupational or standard diploma option.	<ul style="list-style-type: none"> Establish standards and guidelines to ensure that events, which promote and recognize excellence in academics, community/school service and citizenship, are prioritized. Publicized within the school and throughout the community. Establish and incorporate positive peer mentoring groups for At-Risk students. Incentives for good grades and attendance. 	Venues for recognition include: the LFHS web-site (www.locustforkhornets.com), the school newspaper (The LF Times), local radio (WKLD 97.7 fm), local newspapers, school bulletin boards, assembly, field trips and award programs and the school marquee. Options include: Guest speakers, field trips, small group sessions led by students and faculty members, and a reward system. In addition student clubs and organizations could share in this responsibility by promoting motivation and attendance.		
There is a concern among the administration and faculty that academic dishonesty ("cheating") among students is becoming more prevalent at Locust Fork High School. Furthermore, there is concern that students believe cheating/dishonesty is acceptable.	Devise methods that will discourage academic dishonesty. Methods would include <ul style="list-style-type: none"> random test selection selective seating charts discussion on honesty established expectations established consequences 	CHARACTER COUNTS! Honor Above All program		

Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

1. Teacher Mentoring: Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)
Novice teachers are assigned mentor teachers at the local school. Mentors are provided training in how to assist new teachers. Weekly mentoring activities are documented and compiled at the LEA. Principals and administration maintain an open-door policy for new teacher concerns. Grade level and departmental meetings are utilized on a regular basis. Additionally, teachers new to the system participate in a mandatory three-year teacher induction program. This program models best practices available to the teacher targeting areas of classroom management and effective teaching, including preparation for instruction, presentation of organized instruction, assessment, positive learning climate, and communication. Teachers develop a management plan and are exposed to numerous effective teaching strategies designed for classroom implementation. This program also addresses strategies for increasing student engagement in the classroom.
2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.
Budget includes \$35 per teacher unit for professional development.
3. Transition: Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.
Rising 6 th grade students may attend orientation meetings in the spring. Rising 8 th graders and their parents attend a 9 th grade orientation/information session focusing on diploma tracks. Students transitioning from alternative placement are assigned a teacher mentor who monitors and documents student achievement, attendance and discipline.
4. Highly Qualified Teachers: Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.
All teachers at LFHS are highly qualified. Teachers receive support through the teacher induction program, the LEA resource team, and local school mentors. The LEA recruits new teachers and provides a wide-variety of professional development opportunities.
5. Assessments and Teacher Involvement: Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.
Teachers meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program through the following meetings: CIP committee, monthly departmental, grade-level meetings, monthly faculty meetings, faculty book study, walk-through feedback sessions, data analysis sessions. Administration also maintains an open door policy for faculty.
6. Special Populations: Describe programs used for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.
Regular education teachers receive detailed WIDA / ACCESS language proficiency information instructional strategy guidance and on-going instructional collaboration for ELL and migrant students. LEP students receive weekly classes to address language proficiency needs. Migrant tutoring is available for all tier levels of migrant students with tier 1 being first priority. Homeless students receive help through United Way and the McKinley Act.
7. Extended Learning Opportunities: 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.
Daily tutoring sessions are available four mornings a week on a voluntary basis for students in core academic areas.

Part VI - Additional Components To Be Addressed to Satisfy Federal Requirements Related to Parental Involvement (Note: This Section of the Plan must be distributed to Parents):

<p>A. Parental Involvement: 1) Describe how the school will convene an annual meeting to inform parents of Title I requirements and offerings; 2) how there will be a flexible number and format of parent meetings offered; 3) how parents will be involved in the planning, review and improvement of the Title I Program; and 4) how funds allocated for parent involvement are being used in the school.</p>
<p>The Locust Fork High School Parent Involvement Coordinator holds annual meetings to inform parents of offerings. The ESL/Migrant Parent liaison attends these meetings and translates and also translates Bilingual flyers, emails, and letters are sent home for ELL students as needed. Dates of parent activities included in a parent information brochure that is distributed to each child during homeroom. The Blount County School System website posts parent activities' calendars and updates these as needed. Parents are also notified through radio announcements, newspaper announcements, and community postings. The school-wide needs assessment is available to the parents and community members. They also help in setting priorities for the school-wide improvement plan. Locust Fork High School believes in involving parents. We have parent representatives on our CIP committee who were active participants in the development of the plan and were involved in the meeting of the committee. All parents are given the opportunity to review the plan and offer their input before the plan is approved.</p>
<p>B. Parental Involvement: 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.</p>
<p>On the first day of school and when a student enrolls after the school year has begun, students are issued a county handbook as well as a school handbook. The handbooks include a form which the parents must sign and return to the school acknowledging that they have read and received the handbooks. Near the end of October, the school is open from 12 P.M. until 7 P.M. for State-Wide Parenting Day. On this day, there are scheduled grade-level parent meetings and ELL parent meetings. Teachers send home information to parents in the form of flyers. This information is also attached to report cards and listed in the student handbook, which is distributed on the first day of school. This information is listed on the school web site and announced on the local radio and in the local newspapers. The school web-site is maintained and up-dated specifically for the perusal of parents. The counselors conduct one or more meetings during the school year to discuss academic assessments, diploma options, graduation requirements, and other achievement expectations. Upon request, parents are granted private meeting with teachers, counselors, and administrators.</p>
<p>C. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact).</p>
<p>Parents are encouraged to utilize the "Open-Door" Policy with the administration and faculty. Written communication between parents and teachers is facilitated through the use of student planners and email. Additionally, students and parents were provided with an informative newsletter at the beginning of the school year. Orientation sessions for parents of students in AP classes were held, and CIP committee includes parent representatives.</p>
<p>D. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.</p>
<p>Parents can utilize planned meetings, orientation meetings, and state-wide parenting day. Information for parents is provided through the school website. Written and verbal information is shared between school faculty and parents through student progress and grade reports, student planners and email. The CIP will also be posted on the school website with a feedback form available in the front office upon request.</p>
<p>E. Parental Involvement: Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See NCLB Section 1118, requirements for building capacity in parental involvement.)</p>
<p>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:</p> <ol style="list-style-type: none"><p>(1) <u>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.</u> Locust Fork High School will provide this training via Statewide Parenting Day in October. Students and parents are also informed during registration prior to the first day of school. During grade-level meetings parents are informed of an overview of the state academic content standards, academic achievement standards, and assessments. Parents are also given information on services provided and how the parents can become involved in their child's education.</p><p>(2) <u>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.</u> A training session for interested parents will be offered on Statewide Parenting Day, October 26, 2008.</p>

(3) 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.

School, teachers, personnel and staff work to coordinate, implement, and build school/parental programs and communication through the following methods: periodic faculty meetings, CIP committee meetings with parent representatives and community stakeholders, and the county TIP program. The school also plans parental meetings (Statewide Parenting Day, Registration Days, etc.) to meet with and discuss parental concerns regarding school policies and group and individual academic needs of students. Administration also maintains an open door policy with regard to parental involvement.

(4) 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.

Many resources are available to parents through the County Resource Center; also, parents are encouraged to attend Statewide Parenting Day and 7th and 9th grade orientations.

(5) 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.

Bilingual forms are sent home with ELL students and are also available upon request in the front office, further, the school website contains a link to a free translation website.

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

Parents are represented on all school committees, such as: textbook adoption, CIP, booster club, etc.

F. Parental Involvement: 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.

The Blount County Resource Center supports all Blount County Schools with Parent Technology and Language training and focuses on resources for LEP parents and has a full time translator on staff. In addition, LFHS is completely handicap accessible. Further, all school/parent communications (i.e. report cards, newsletters, essential forms, etc.) are available in multilingual formats and can be read to parents as needed. Also, LFHS has an onsite ELL teacher on campus.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS (Reminder: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Section 1113. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development).

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? **YES X NO**
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? **YES X NO**
- Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds) **YES NO X**

(Note: Professional learning activities must be linked to Alabama’s Standards for Professional Development and Alabama’s Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE WILL BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$...00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS	
						DATE	(+,-), N/A
The improvement of quality classroom instruction.	<ul style="list-style-type: none"> • Faculty meeting to review and dissect the latest AYP results for LFHS. • Faculty will attend a seminar on data analysis for improved lesson delivery. • Faculty will conduct book study (<i>Classroom Instruction that Works</i> by Marzano) • Monthly Grade level meetings 	<ul style="list-style-type: none"> • August 5, 2008. • September 29, 2008 • September 30, 2008 • October 29, 2008 • November 19, 2008 • December 17, 2008 • January 5, 2009 • 2nd Semester TBA 	Teachers will practice daily the mastery of improved lesson delivery and measure the potential improvement of the quality of classroom instruction.	Participants will be held accountable based upon data received from individual students and groups of students that would include at-risk students, ELL students, SPE students, and students who have not passed all parts of the AHSGE. Successful implementation will also result in improved standardized test scores (SAT-10, ARMT, ADAW) and an increase in student learning for the current school year. Further, Local administration and school improvement team will conduct periodic walkthroughs, departmental meetings and data meetings 4 times each semester.	Teacher instructional fund, system professional development fund, local professional development fund, BCEF grants, High Hopes money, Project Community resources, and AMSTI resources.		

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS (Reminder: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Section 1113. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development).

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? **YES X NO**
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? **YES X NO**
- Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds) **YES NO X**

(Note: Professional learning activities must be linked to Alabama’s Standards for Professional Development and Alabama’s Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE WILL BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, S....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS	
						DATE	(+,-), N/A
School Safety	<ul style="list-style-type: none"> • School Sessions to Communicate the School Safety and Emergency Operations Plan • Training for the faculty on School Safety Issues and the Emergency Operations Plan • Train the faculty in CPR. 	August 5, 2008	Teachers are expected to direct students through drills which practice the school safety and emergency operation plan. Teachers should be knowledgeable and efficient in carrying out these plans.	Participants will be held accountable through school safety drills and inspection of the school by the administration and local and state safety officials.	Local system professional development funds and various school safety grants.		

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Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS (Reminder: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Section 1113. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development).

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? **YES X NO**
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? **YES X NO**
- Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds) **YES** **NO X**

(Note: Professional learning activities must be linked to Alabama’s Standards for Professional Development and Alabama’s Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE WILL BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$...00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS	
						DATE	(+,-), N/A

<p>Discipline problems indicate a lack of personal and social responsibility. Further student motivation for learning among grades 7-9 is low. Additionally, motivation for learning and attending school decreases for students in grades 10-12 who are pursuing the standard or occupational diploma option.</p>	<ul style="list-style-type: none"> • Faculty meeting to review and develop strategies to address discipline and classroom management issues. • Faculty meeting to review and dissect the latest AYP results for LFHS. • Faculty will attend a seminar on data analysis for improved lesson delivery. • Faculty will conduct book study. (<i>Classroom Instruction that Works</i> by Marzano) 	<p>August 5, 2008</p>	<p>Teachers will practice daily the mastery of improved lesson delivery and classroom management to measure the potential improvement of the quality of classroom instruction.</p>	<p>Participants will be held accountable based upon data received from individual students and groups of students that would include at-risk students, ELL students, SPE students, and students who have not passed all parts of the AHSGE. Successful implementation will also result in improved standardized test scores (SAT-10, ARMT, ADAW) and an increase in student learning for the current school year.</p>	<p>Teacher instructional fund, system professional development fund, local professional development fund, BCEF grants, High Hopes money, Project Community resources, and AMSTI resources.</p>		
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Part VIII - Coordination of Resources/Comprehensive Budget

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

Example:

I. State Foundation Funds:				
State Foundation Funds TOTAL				
Teacher Assigned Units:	39	classroom teachers: 36	TOTAL OF ALL SALARIES	
Administrator Units:	2			
Assistant Principal:	1			
Counselor:	1			
Librarian:	1			
Instructional Supplies				\$400 per teacher unit
Library Enhancement				\$175 per teacher unit
Technology				\$250 per teacher unit
Professional Development				\$35 per teacher unit

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State ELL Funds	
II. Federal Funds:	
Title I: Part A: Improving the Academic Achievement of the Disadvantaged TOTAL	\$0
<i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i> <i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>	
Title II: Professional Development Activities TOTAL	\$0
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>	
Title III: For English Language Learners TOTAL	\$0
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>	
Title IV: For Safe and Drug-free Schools TOTAL	\$0
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>	
Title V: For 26 different uses; Also called "Innovative Programs"; Includes school improvement, gifted education, nurses, etc. TOTAL	\$250
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>	\$250

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School: Locust Fork High School
August 2008

<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: April - May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>

System: Blount County
School: Locust Fork High School
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