



ACIP

Locust Fork High School

Blount County Board of Education

Mr. Thomas P Smitherman, Principal
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Executive Summary

Introduction

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

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

Description of the School

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

School Description

Locust Fork High School is a grade 7-12 school in rural Blount County, Alabama. The school is located on Alabama Highway 79, about 31 miles northeast of Birmingham. LFHS as its own school was formed in 2001, when the growing K-12 school was broken into two schools. The schools remain on the same campus, physically connected and sharing a cafeteria. In 2015, after serving 28 years, long-time administrator of Locust Fork High School, Daniel Smith was promoted to Assistant Superintendent. Locust Fork High School now has two new administrators; Principal Thomas Smitherman and Assistant Principal Tammy McMinn.

Locust Fork High School is located in the town of Locust Fork, which registered 1,186 residents in the 2010 census. The school serves this town and the surrounding rural communities. The town of Locust Fork is a small, close-knit community with limited but varied businesses, such as a pharmacy, dentist, legal office, bank, convenience stores, restaurants, and various other local businesses. Many of these businesses are new in the past three years. The community ball park contains multiple recreational facilities in a beautiful natural environment. The park borders the school property, helping to form a relationship between the school and the community through recreational sports. Shopping areas are located more than 15 miles away. The town is named for the beautiful river flowing through it, offering recreational water activities, beauty, and fishing.

The school population has dropped drastically in the past three years. The high school had experienced previous growth, with the population increasing to 729 in 2010, but then it decreased to 657 in 2011 and again decreased to 623 in 2012. In fall 2015, the total number dropped again to a total of 510 students and in the fall of 2016 enrollment dropped again to 505 students. The decrease in student population has been seen throughout our county, but the area of Locust Fork in particular experienced a cessation of home building during the economic downturn. In addition, Southeastern School, which formerly consisted of grades K-8, has added a high school component that overlaps the LFHS former district, so students once zoned for LFHS are now zoned for the new school.

The LFHS on-campus students are served by 31 total instructional units which includes highly qualified regular classroom teachers, two special education teachers, one librarian, two administrators, one full-time and one part-time counselor, and one half of a gifted unit. LFHS is also served by 2.5 office personnel, and three instructional aides. In addition, since the school shares a campus with the elementary, additional shared employees include a book keeper, six cafeteria workers and nine bus drivers, as well as resources that include a high school classroom teacher who also serves as the ELL teacher and a speech pathologist. With the decrease in student population, LFHS saw the elimination of 10 teaching units in the past five years.

The students at Locust Fork High School are representative of the local population. The school is largely homogeneous, with approximately 469 white students (93%), 31 Hispanic students (0.06%), three black students (0.01%) and two Asian students (0.01%). Despite the lopsided population, racial issues are not a prominent problem. The population consists of 49% male and 51% female students. Approximately 75% of these students ride the bus to school and approximately 43% qualify for free or reduced lunch.

The location of the school affects its demographics. Students from neighboring counties often move into the LFHS school zone. Also, home dynamics for the students are affected because many parents commute to work. Efforts are being made to meet the needs of these students by an intervention program for math and reading in grades 7 and 9, offering intervention math classed for grades 9-12, offering credit recovery opportunities, and implementing College and Career Readiness Standards to our curriculum. In addition to meeting the students' academic needs, several opportunities exist to enrich the school experience, from a variety of sports to clubs such as honor society, student

ambassadors, student council, FFA, FCCLA, yearbook, web team, band, and others.

School's Purpose

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

Locust Fork High School Vision Statement:

The mission of Locust Fork High School is to provide students with the skills necessary to be confident, self-directed, lifelong learners so that they may become responsible citizens and productive members of society.

Locust Fork High School is a student-focused, tight-knit school. The majority of community programs and events also revolve around our school.

The school's purpose is creatively supported within its name:

Leadership for the
Future
Helping Students
Succeed

The beliefs of the school are:

- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- A safe, well organized, and physically comfortable environment promotes student learning.
- Students differ in the way that they learn, and these differences should be addressed while providing a challenge curriculum that encourages academic growth.
- An atmosphere in which academic success is recognized and celebrated encourages student learning, enhances self-esteem, and promotes respect among and between students and faculty.
- The commitment to continuous Improvement is imperative for our school if we are to produce students who will become confident, self-directed, lifelong learners.
- Teachers, administrators, parents, and the community should work in concert with one another for the purpose of advancing the school's mission.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements and Areas of Improvement

Locust Fork High School has had several notable achievements over the past three years. In partnership with Birmingham Southern College and Blount County Schools and a grant provided by the Blount County Education Foundation and the Greater Birmingham Foundation, a new Blended Learning Classroom was added to Locust Fork High School in the summer of 2014. This classroom boasts two 80" flat screen televisions, one 80" Mondo board and high-end video conferencing equipment. The classroom also utilizes an Elmo and the Elmo student response system. The classroom primarily serves all students in the eleventh grade through their American history class. The classroom is also used for a student mentoring program that connects a small group of LFHS seniors with a peer mentor from Birmingham Southern. The students meet with their mentor via video conferencing as well as in face to face meetings. This group focuses on college and career preparedness with an end goal of all students entering a college, university or technical training course after high school graduation. The pilot group was implemented with 21 juniors in the 2014-2015 school year. It is continuing with the same students (as seniors) in the 2015-2016 school year. A new group of 17 juniors started in January of 2016 and the program continued with the same students as seniors. In January of 2017 a new group of juniors will be inducted into the program.

The graduation rate for LFHS has increased from 62.87 percent in 2010 to 78.01 in 2011. The class of 2012 maintained that leap with a 78 % graduation rate. The class of 2015 had a graduation rate of 89%. The class of 2016 had a graduation rate of 85% resulting in a 3% decrease.

Communication with stakeholders has improved over the past three years, as well. Parents have immediate access to students' grades through the iNow home portal. The school system has also begun using the One Call Now service to spread important information quickly. Our website is updated often and teachers and coaches utilize the Remind app to communicate with students and parents.

Many improvements have been made in the area of technology. Wireless Internet service has been installed throughout the hallways and has been upgraded to professional level by the BCBOE Technology Department.

Locust Fork High School has three computer labs. One is used for ACCESS and online courses, one is used for intervention purposes and the third is used for career preparedness classes.

The LFHS Media Center serves students in grades 7-12. The current collection numbers approximately 6900 books, class sets and multi-media materials offered to students and teachers through the Atrium automation system. The library offers 11 desktop PCs and one desktop PC dedicated to OPAC searching. Additionally, the library has one network printer for student use. The new media room in the library has 18 desktop PCs, a teacher PC, a Promethean interactive whiteboard, an interactive Promethean slate, 30 ActivVotes and 30 ActivExpression polling devices. The media room also has a surround sound system. The Media Center offers 1 cart of Chromebooks for teacher check-out and will be able to offer 3 total carts by the end of the 2017 school year. The library also offers two laptop carts (30 laptops each) for teacher check-out. The Media Center hosts two Scholastic Book Fairs each year for our students and the community.

All classrooms have interactive whiteboards. LFHS will be implementing and utilizing Google Apps for Education and many classes will be facilitated through Google Classroom.

In extracurricular areas, leadership has been encouraged through our student ambassador program, begun three years ago. These students have helped to represent our school in a positive light throughout the community and have excelled as leaders, becoming legislative pages
SY 2016-2017

and college ambassadors. Student participation in extracurricular activities like band and sports has increased in the past few years, as well. The band has been awarded various awards for excellence at competitions and the yearbook staff is consistently recognize at a national level for a quality book each year.

Areas of Improvement

Areas in need of improvement at LFHS include further and improved implementation of academic programs. While our intervention program has been an improvement, it needs to be modified for future success. The implementation of CCRS has been a positive change in the classroom, but improvements are expected as teachers and students both gain experience with the new standards and employ them more thoroughly. Additionally, despite the growth in our technology, more improvements can be made in the utilization of technology in the classroom with the BYOD policy and working towards acquiring more handheld devices such as Chromebooks to aid in implementation of Google Classroom.

Additional Information

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

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The 2015-2016 CIP was reviewed in April of 2016 for areas of strengths and weaknesses. An end of the year reflection/projection faculty survey was conducted in May of 2016. Team members analyzed different aspects of the CIP planning document and the final revision was submitted to the district office in June of 2016. Further reviews were done in August of 2016 by the Leadership Team. The entire review process included faculty, staff and other interested stakeholders such as community leaders and parents.

All stakeholders had opportunities for input and opportunities to make recommendations to the Leadership Team, which includes representation not only from school employees, but also from parents, and the community. A subcommittee of the School Leadership Team reviewed all of the data with more scrutiny and searched for trends from various data sources. Data sources included:

STAR Renaissance(math and reading)

ACT Suite Assessments (ASPIRE, EXPLORE, PLAN and ACT)

ACCESS and AMAO results for ELL students

Needs Assessment Survey

Teacher Data (EDUCATEAlabama; highly qualified status, attendance, qualifications and experience of faculty and staff; faculty turnover rate)

Technology 2020 Plan

Local Student Data (end of year student report cards; PST referrals, student attendance--absences, tardies, and checkouts; student transiency, and disciplinary office referrals and SIR data

Student Demographics, including the number of students on free or reduced lunch, gender, migrant students, homeless students, ELL students, Special Education students

Parent Data, including parents' perceptions and needs; literacy and education level of parents.

Funding and Financial Concerns including current budgets and funding sources

Curriculum and Instruction, including instructional practices and strategies; availability of instructional materials and supplies; availability of current technologies and software; remediation and intervention strategies;gifted and enrichment opportunities; as well as, extended learning opportunities. When available, disaggregated data was reviewed to ensure that all student subgroups were progressing

The Technology Coordinators met in April and September of 2016 to continue working on and finalizing the Technology 2020 Plan.

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

Administrators, faculty and staff members, students, parents and community stakeholders take part in the Continuous Improvement planning process.

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

All stakeholders had opportunities for input and to make recommendations to the Leadership Team, which includes representation not only from school employees, but also from parents, as well as, the community. Following this review process, a Core Leadership Team reviewed all of the data with more scrutiny and searched for trends from various data sources as they completed the CIP Planning session in 9/2016. The plan was made through a public School wide Parent Meeting will be held in October of 2016. Parents were allowed to view budgets set for the school and received information in the form of a PowerPoint and handouts.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Fall 2016 Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

No areas are above the expected levels of performance.

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

Seventh grade math ASPIRE scores and eighth grade ASPIRE writing and reading scores jumped by double digits. An increase was also seen in the number of students achieving passing scores on AP tests.

Which area(s) indicate the overall highest performance?

Overall, ASPIRE and ACT reading and English scores are far stronger than overall math scores.

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

Generally speaking, seventh grade students improved in math, while eighth grade students saw improvements in reading.

Between which subgroups is the achievement gap closing?

Females in grade 7 scored 14% proficient in math on the 2015 ASPIRE and 31% proficient in 2016. Also, males in grade 8 improved from 19% proficient in reading to 51% proficient.

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

ASPIRE and STAR reports both reflect deficiencies in middle school math.

Areas in Need of Improvement

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

LFHS still has room for growth in all subject areas and in all grades.

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

Eighth grade math scores for the ASPIRE and on the STAR in 2016 showed negative growth. Seventh grade ASPIRE reading scores also showed negative growth. ACT benchmark percentages declines in every area except math, which had a 3% increase.

Which area(s) indicate the overall lowest performance?

ASPIRE math scores for grade 8 showed 20% proficient, and 10% proficient for grade 10. Only 14% of juniors scored benchmark on the ACT.

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

Students in grade 11 scored lower almost across the board on the ACT, with proficient English scores dropping 9%. Eighth grade ASPIRE math decreased 21%, and 7th grade reading decreased 24%.

Between which subgroups is the achievement gap becoming greater?

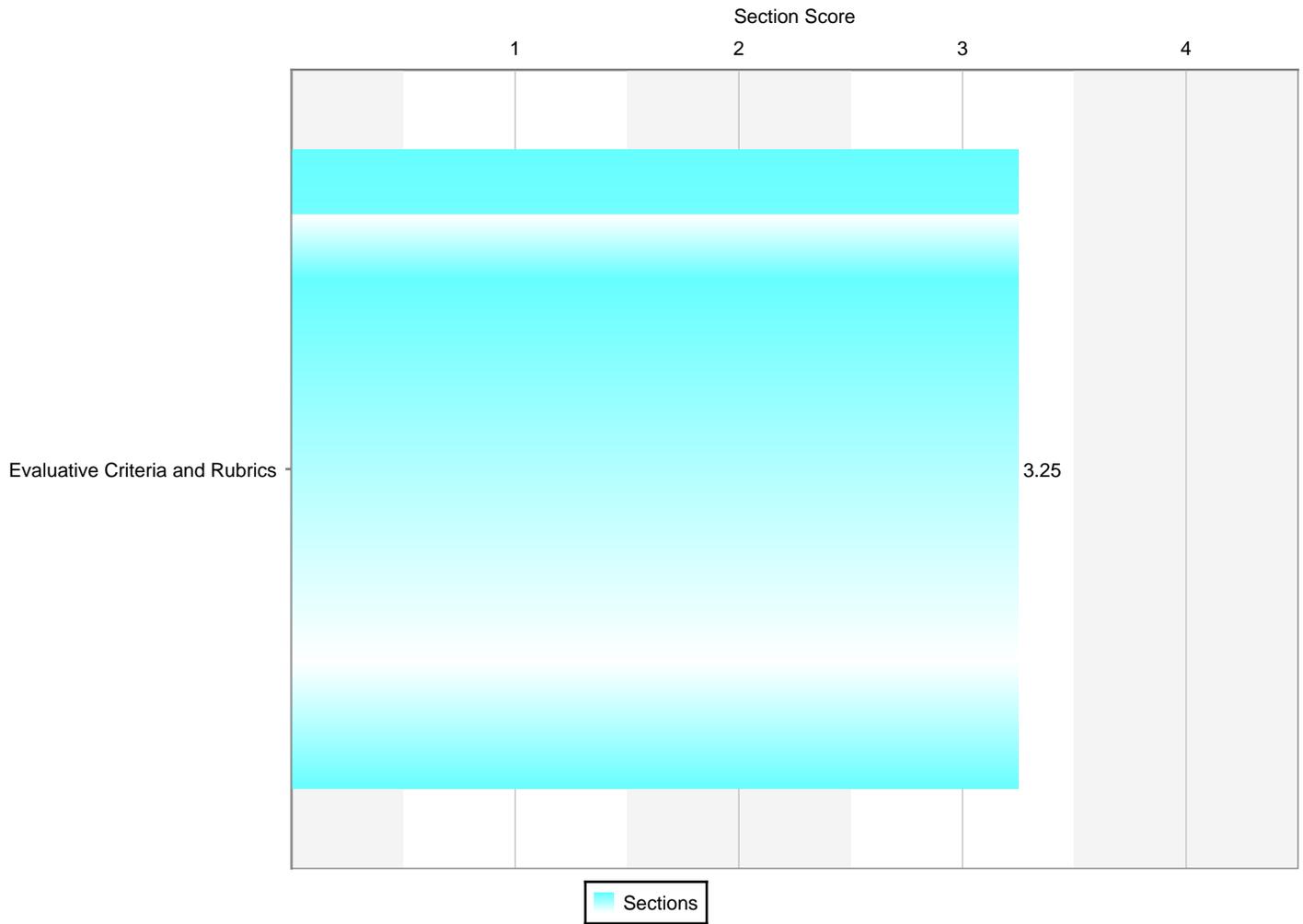
Data makes the EL achievement gap look greater, but this is due to our low population of only two EL students who took the test. One student was brand new to English, accounting for 50% of the negative data.

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

ASPIRE and STAR data are consistent with each other.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Principal-Tommy Smitherman	

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

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

2016-2017 Goals and Plan for ACIP LFHS

Overview

Plan Name

2016-2017 Goals and Plan for ACIP LFHS

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Locust Fork High School will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$56502
2	All students at Locust Fork High School will become proficient in math.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$27861
3	All English learners at Locust Fork High School will become proficient in language skills.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1489
4	All students will feel connected to the school and exhibit good behavior and attendance.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$9381
5	All faculty and staff at Locust Fork High School will collaborate to improve parental involvement in partnership with District level support.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$500
6	Teachers will collaborate to provide students with opportunities to explore future options, including career and college possibilities.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

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

Measurable Objective 1:

38% of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Reading by 05/25/2017 as measured by Aspire data..

Strategy 1:

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

Category:

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 (\$5000 Title). Teachers will be supported with high quality professional development and updated computer hardware (\$2784 Comp. Hardware Title / \$33490 Computer Hardware SI).	Academic Support Program	08/10/2016	05/25/2017	\$41274	Title I Part A, Title I Part A, Title I School Improvement (ISI)	Core teachers
Activity - Rigor and Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As outlined in Educator Effectiveness, teachers will focus on rigor and engagement in teaching and planning. Further, 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	08/10/2016	05/25/2017	\$5024	Title I Part A	All teachers
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	08/10/2016	05/25/2017	\$0	No Funding Required	LDC teachers and administrators

ACIP

Locust Fork High School

Activity - Library/Media Center Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Library/Media Center will support all literacy efforts through the purchase of high quality texts.	Academic Support Program	08/10/2016	05/25/2017	\$1394	Title I Part A	Library/Media Specialist

Strategy 2:

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

Category:

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, ASPIRE data, ACT data and discipline reports to determine intervention students throughout the year. Teachers will be supported through high quality professional development.	Academic Support Program	08/10/2016	05/25/2017	\$3271	Title I Part A	PST Chairman and committees, administrators, and classroom 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. An Interventionist who will also assist with reading intervention efforts and facilitate LanguageLive.	Academic Support Program	08/10/2016	05/25/2017	\$4192	Title I Part A	Intervention teacher and Interventionist aide

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	08/10/2016	05/25/2017	\$1347	Title I Part A	Counselors and Credit Recovery Teachers

Goal 2: All students at Locust Fork High School will become proficient in math.**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Mathematics by 05/25/2017 as measured by ASPIRE Data (AMO for 2016.2017 is 31%).

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.

Category:

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
Through effective planning, 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. High Quality PD will be provided to teachers to support this practice as will computer hardware.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	Math teachers, Administration, District Coach support

Activity - Rigor and Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As outlined in Educator Effectiveness for Blount County Schools, 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	08/08/2016	05/25/2017	\$0	Title I Schoolwide	Math teachers and Administration

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	08/08/2016	05/25/2017	\$0	No Funding Required	Math teachers and Administration

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Locust Fork High School

As outlined in Educator Effectiveness for Blount County Schools and SREB, 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. Support will be provided by the District math coach.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	Administrators, math teachers and District math coach
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Strategy 2:

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

Category:

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
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	08/08/2016	05/25/2017	\$0	No Funding Required	PST Chairman, administrators, math teachers, interventionist
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	08/08/2016	05/25/2017	\$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	08/08/2016	05/25/2017	\$0	No Funding Required	Credit Recovery teachers, interventionist and Administration
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	08/08/2016	05/25/2017	\$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. An interventionist will work with these students using DreamBox and other appropriate intervention programs.	Academic Support Program	08/08/2016	05/25/2017	\$27861	Title I School Improvement (ISI)	Administrators, math teachers and interventionist

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 05/25/2017 as measured by ACCESS data .

Strategy 1:

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

Category:

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. As needed, EL teacher will provide progress notes to non-English speaking parents per the district plan.	Academic Support Program	08/10/2016	05/25/2017	\$1489	Title I Part A	EL Teachers and Regular Ed Teachers of EL Students

Activity - EL and Migrant Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will support the efforts of the District Migrant Parent Liaison through identification and referral of students who might benefit from services such as, but not limited to, tutoring, drop out prevention, family literacy, health and nutrition. Parents will be provided student progress reports and report cards in their native language as outlined in the District EL plan.	Policy and Process, Parent Involvement, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	District Parent Liaison, Teachers, Administration

Goal 4: All students will feel connected to the school and exhibit good behavior and attendance.

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.

Category:

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	08/10/2016	05/25/2017	\$0	No Funding Required	Administrators and INow Manager and Faculty
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	08/10/2016	05/25/2017	\$0	No Funding Required	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. Nursing supplies will be provided as needed.	Academic Support Program	08/10/2016	05/25/2017	\$9381	Title I Part A	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	08/10/2016	05/25/2017	\$0	No Funding Required	Administrators

Goal 5: All faculty and staff at Locust Fork High School will collaborate to improve parental involvement in partnership with District level support.

Measurable Objective 1:

collaborate to improve parental involvement in grades 7-12 by 05/25/2017 as measured by parental involvement data..

Strategy 1:

District Parental Liaison - All faculty and staff will work in collaboration with the District Parental Liaison, utilizing the parental involvement funds (95% of 1% Title I allocation) Each school is represented on the District-wide Federal Programs Advisory Committee and annually discusses and votes to determine how to use their parental involvement allocation. Blount County Schools has voted to combine their school parental involvement allocations to provide a district-wide parental involvement specialist and resources to work with schools and at the district level to provide parents with opportunities to be involved in their child's educational career. Activities will include but not be limited to:

Category: Implement Community Based Support and Intervention System

Research Cited: Georgiou, S. N. (2007). Parental involvement: Beyond demographics. International Journal about Parents in Education, 1, 59–62

Activity - Communication with Parents/Guardians	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a Parent survey will be conducted and an involvement link will be provided on the Blount County Schools website	Parent Involvement	08/08/2016	05/25/2017	\$0	No Funding Required	District Level Parent Liaison, Administrator

Activity - Support for Administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be provided for the Federal Programs Information Session for all Title I schools as well as assistance regarding compliance with Title I law for Parental Involvement.	Parent Involvement, Professional Learning	08/08/2016	05/25/2017	\$0	No Funding Required	District Level Parent Liaison, Administrator

Activity - Support for Parents and Guardians	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Parent Advisory Council will convene at least twice a year to develop the plan activities.	Parent Involvement	08/08/2016	05/25/2017	\$0	No Funding Required	District Level Parent Liaison, Administrator

Activity - KID CRAFTERS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Parent with Preschoolers will provide parents and preschoolers with the materials and resources that will that will prepare future students with skills needed for Kindergarten.	Parent Involvement, Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	District Level Parent Liaison
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Activity - Local Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will communicate with parents about student progress and upcoming school events.	Parent Involvement	08/10/2016	05/25/2017	\$500	Title I Part A	Administration, Guidance Counselor, and Teachers

Goal 6: Teachers will collaborate to provide students with opportunities to explore future options, including career and college possibilities.

Measurable Objective 1:

collaborate to support students in exploring their future options including career and/or college possibilities by 05/25/2017 as measured by pre- and post- survey data of grades 10-12.

Strategy 1:

Whatever It Takes- Advocacy - Through our advocacy program, we will partner with the Blount County Economic Development Council to focus on grades 10-12 in providing opportunities for students to explore future career and college options. Grades 10-12 will be surveyed to determine interest area groupings. Each interest group will have seven meeting dates that include activities like an introductory class, an industry trip, a military visit, a college representative visit, and two topic speakers.

Category: Develop/Implement Student and School Culture Program

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

Activity - Interest Area Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Locust Fork High School

<p>Students in grades 10-12 will be surveyed to determine areas of interest. Potential groups include: Robotics and Engineering; Computer and Graphic Design; Business and Finance; Social Science and Medicine; Art, Music, and Theater; Journalism, Communication, and Marketing; History and Political Science; Industry, Trade, and Agriculture. These groupings will assure that students are exposed to information specific to their future interests.</p>	<p>Career Preparation/Orientation</p>	<p>09/12/2016</p>	<p>09/16/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators will plan with members of the Blount County Economic Development Council. Administrators and the media specialist will administer the survey.</p>
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Activity - College and Career Exposure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Interest area groups will meet monthly to learn more about college and career areas of the students' choosing. Meetings will be set up through a partnership with the Blount County Economic Development Council to include the following: an introductory class, a trip to visit a related business or industry, a visit from a military representative, a visit with a college representative, and two topic speakers.</p>	<p>Career Preparation/Orientation, Field Trip</p>	<p>09/19/2016</p>	<p>05/25/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators, counselors, and career coaches will plan in conjunction with the BCEDC.</p>

Activity - Reflection Session	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>At the end of the seven sessions, each group will meet to celebrate new knowledge and to reflect on the year's advocacy activities. Students will be encouraged to share what worked, what should be changed, what growth occurred, etc.</p>	<p>Career Preparation/Orientation</p>	<p>05/01/2017</p>	<p>05/25/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators, counselors, and career coaches will plan reflection sessions.</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rigor and Engagement	As outlined in Educator Effectiveness for Blount County Schools, 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	08/08/2016	05/25/2017	\$0	Math teachers and Administration
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career Exposure	Interest area groups will meet monthly to learn more about college and career areas of the students' choosing. Meetings will be set up through a partnership with the Blount County Economic Development Council to include the following: an introductory class, a trip to visit a related business or industry, a visit from a military representative, a visit with a college representative, and two topic speakers.	Career Preparation/Orientation, Field Trip	09/19/2016	05/25/2017	\$0	Administrators, counselors, and career coaches will plan in conjunction with the BCEDC.
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	08/08/2016	05/25/2017	\$0	Credit Recovery teachers, interventionist and Administration
Reflection Session	At the end of the seven sessions, each group will meet to celebrate new knowledge and to reflect on the year's advocacy activities. Students will be encouraged to share what worked, what should be changed, what growth occurred, etc.	Career Preparation/Orientation	05/01/2017	05/25/2017	\$0	Administrators, counselors, and career coaches will plan reflection sessions.
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	08/10/2016	05/25/2017	\$0	Administrators

ACIP

Locust Fork High School

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	08/08/2016	05/25/2017	\$0	Administration and PST Team
Strategic, standards-based math instruction	Through effective planning, 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. High Quality PD will be provided to teachers to support this practice as will computer hardware.	Academic Support Program	08/08/2016	05/25/2017	\$0	Math teachers, Administration, District Coach support
Support for Parents and Guardians	A Parent Advisory Council will convene at least twice a year to develop the plan activities.	Parent Involvement	08/08/2016	05/25/2017	\$0	District Level Parent Liaison, Administrator
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	08/10/2016	05/25/2017	\$0	Administrators and INow Manager and Faculty
KID CRAFTERS	Parent with Preschoolers will provide parents and preschoolers with the materials and resources that will that will prepare future students with skills needed for Kindergarten.	Parent Involvement, Academic Support Program	08/08/2016	05/25/2017	\$0	District Level Parent Liaison
Tutoring	Teachers will be available for morning and afternoon math tutoring sessions on a rotating schedule.	Academic Support Program	08/08/2016	05/25/2017	\$0	Administrators and tutors
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	08/08/2016	05/25/2017	\$0	PST Chairman, administrators, math teachers, interventionist
Formative Assessment	As outlined in Educator Effectiveness for Blount County Schools and SREB, 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. Support will be provided by the District math coach.	Academic Support Program	08/08/2016	05/25/2017	\$0	Administrators, math teachers and District math coach
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	08/08/2016	05/25/2017	\$0	Math teachers and Administration

ACIP

Locust Fork High School

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	08/10/2016	05/25/2017	\$0	LDC teachers and administrators
Interest Area Survey	Students in grades 10-12 will be surveyed to determine areas of interest. Potential groups include: Robotics and Engineering; Computer and Graphic Design; Business and Finance; Social Science and Medicine; Art, Music, and Theater; Journalism, Communication, and Marketing; History and Political Science; Industry, Trade, and Agriculture. These groupings will assure that students are exposed to information specific to their future interests.	Career Preparation/Orientation	09/12/2016	09/16/2016	\$0	Administrators will plan with members of the Blount County Economic Development Council. Administrators and the media specialist will administer the survey.
EL and Migrant Support	Teachers will support the efforts of the District Migrant Parent Liaison through identification and referral of students who might benefit from services such as, but not limited to, tutoring, drop out prevention, family literacy, health and nutrition. Parents will be provided student progress reports and report cards in their native language as outlined in the District EL plan.	Policy and Process, Parent Involvement, Academic Support Program	08/10/2016	05/25/2017	\$0	District Parent Liaison, Teachers, Administration
Communication with Parents/Guardians	A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a Parent survey will be conducted and an involvement link will be provided on the Blount County Schools website	Parent Involvement	08/08/2016	05/25/2017	\$0	District Level Parent Liaison, Administrator
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	08/10/2016	05/25/2017	\$0	Administrators
Support for Administrators	Information will be provided for the Federal Programs Information Session for all Title I schools as well as assistance regarding compliance with Title I law for Parental Involvement.	Parent Involvement, Professional Learning	08/08/2016	05/25/2017	\$0	District Level Parent Liaison, Administrator
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Local Parental Communication	The school will communicate with parents about student progress and upcoming school events.	Parent Involvement	08/10/2016	05/25/2017	\$500	Administration, Guidance Counselor, and Teachers

ACIP

Locust Fork High School

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 (\$5000 Title). Teachers will be supported with high quality professional development and updated computer hardware (\$2784 Comp. Hardware Title / \$33490 Computer Hardware SI).	Academic Support Program	08/10/2016	05/25/2017	\$2784	Core teachers
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	08/10/2016	05/25/2017	\$1347	Counselors and Credit Recovery 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. As needed, EL teacher will provide progress notes to non-English speaking parents per the district plan.	Academic Support Program	08/10/2016	05/25/2017	\$1489	EL Teachers and Regular Ed Teachers of EL Students
Rigor and Engagement	As outlined in Educator Effectiveness, teachers will focus on rigor and engagement in teaching and planning. Further, 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	08/10/2016	05/25/2017	\$5024	All teachers
School Nurse	Students who are not feeling well will be evaluated by the school nurse and allowed to call home when necessary. Nursing supplies will be provided as needed.	Academic Support Program	08/10/2016	05/25/2017	\$9381	Administrators and School Nurse
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. An Interventionist who will also assist with reading intervention efforts and facilitate LanguageLive.	Academic Support Program	08/10/2016	05/25/2017	\$4192	Intervention teacher and Interventionist aide
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 (\$5000 Title). Teachers will be supported with high quality professional development and updated computer hardware (\$2784 Comp. Hardware Title / \$33490 Computer Hardware SI).	Academic Support Program	08/10/2016	05/25/2017	\$5000	Core teachers
Library/Media Center Support	The Library/Media Center will support all literacy efforts through the purchase of high quality texts.	Academic Support Program	08/10/2016	05/25/2017	\$1394	Library/Media Specialist

ACIP

Locust Fork High School

Identify Intervention Students	The PST will review grades, attendance, STAR data, ASPIRE data, ACT data and discipline reports to determine intervention students throughout the year. Teachers will be supported through high quality professional development.	Academic Support Program	08/10/2016	05/25/2017	\$3271	PST Chairman and committees, administrators, and classroom teachers.
Total					\$34382	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 (\$5000 Title). Teachers will be supported with high quality professional development and updated computer hardware (\$2784 Comp. Hardware Title / \$33490 Computer Hardware SI).	Academic Support Program	08/10/2016	05/25/2017	\$33490	Core teachers
Dreambox Intervention	Students not scoring proficient in math will have access to the Dreambox intervention program during an intervention class and/or tutoring sessions. An interventionist will work with these students using DreamBox and other appropriate intervention programs.	Academic Support Program	08/08/2016	05/25/2017	\$27861	Administrators, math teachers and interventionist
Total					\$61351	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See Attachment	LFHS Survey Response County Summary

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

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

Areas of Notable Achievement

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

This was the first year that Locust Fork High School administered the AdvancED survey, and no additional surveys are administered to all stakeholders, so all analyses are based on this year's AdvancED survey. Overall, the survey results were positive, with a ranking of Level 3. Staff scored the school a 3.90, parents scored the school a 3.49, and students scored the school a 3.54 on average on a five point scale. In each subgroup, Standard 1, "The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning," received the highest overall scores, with an average of 4.32 from staff, an average of 3.61 from students, and an average of 3.73 from parents.

After analyzing staff results from the survey, Locust Fork High School identified areas of strength as Indicator 1.3, "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning," and Indicator 2.1, "The governing body establishes policies and support practices that ensure effective administration of the school." Locust Fork High School staff has an effective CIP committee that evaluates the school's data and shares findings with the school. Teams like this, along with effective school-level administration results in staff confidence in decision-making at Locust Fork High School.

After analyzing student results from the survey, Locust Fork High School identified areas of strength as Indicator 1.1, "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success," and Indicator 5.4, "The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level." Students have responded positively to the school's new Honor Code and strong philosophies of success and priority established by the school, especially in extracurricular areas. Students have also responded positively to the intervention and tutoring opportunities as well as the enrichment program that began last year as an effort to help students reach successful academic levels.

After analyzing parent results from the survey, Locust Fork High School identified areas of strength as Indicator 3.6, "Teachers implement the school's instructional process in support of student learning," and Indicator 4.3, "The school maintains facilities, services, and equipment to provide a safe, clean and healthy environment for all students and staff." Parents have access to pertinent information through teacher, school, and even system websites. Inow also offers quick response time for parents to follow student progress in the classroom. Parents appreciate the efforts made to keep our school attractive, including painting the halls and lockers over the summer, maintaining attractive and educational landscaping, and facility renovations as seen in our basketball gym and tin awnings.

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

This is the first year that Locust Fork High School has implemented the AdvancED survey. Trends will be determined in the future after more participation.

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

The reported findings appear to be consistent with other feedback sources available to Locust Fork High School. Data associated with the SY 2016-2017

teacher assessment system, Educate Alabama, was one of the data sources used to monitor consistency. Educate Alabama teacher self assessment practice level for Locust Fork High School reflects strengths in Teacher Standards 1- Content Knowledge and Teaching Standards 2- Teaching and Learning. Most teachers are at the applying and integrating levels.

Areas in Need of Improvement

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

Overall, the lowest average scores on the survey were for Standard 3, "The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning." On average overall, staff ranked this standard 3.66, students ranked it 3.56, and parents ranked it 3.38 on the AdvancED survey. This standard contained the lowest or near lowest individual scores in each subgroup, as well.

After analyzing the staff results from the survey, Locust Fork High School identified an area of weakness as Indicator 3.8, "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process." While an effort is made to communicate to parents through Inow, One Call Now, the school website, and letters, the communication is typically informative rather than inclusive. Parents are involved in booster clubs for various activities, but at the high school level, few opportunities have been established to effectively involve parents in meaningful ways tied to the educational process.

After analyzing the student results from the survey, Locust Fork High School identified an area of weakness as Indicator 4.3, "The school maintains facilities, services, and equipment to provide safe, clean and healthy environments for all students and staff," and Indicator 3.3, "Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations." Students have pointed out unclean bathroom facilities in particular as part of their impression of the school environment. Students have expressed a desire for more relevant, fun, and technology-related lessons.

After analyzing the parent results from the survey, Locust Fork High School identified an area of weakness as Indicator 3.10, "Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses." While most teachers explain grading procedures for parents in a course syllabus in the fall, there is no use of horizontal or vertical teaming to ensure consistency across grade levels and courses. The county has regulated the weight of tests and classwork for the system as some means of consistency.

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

Since this is the first year the survey has been administered, no trends are visible. Trends will be noted in the future.

What are the implications for these stakeholder perceptions?

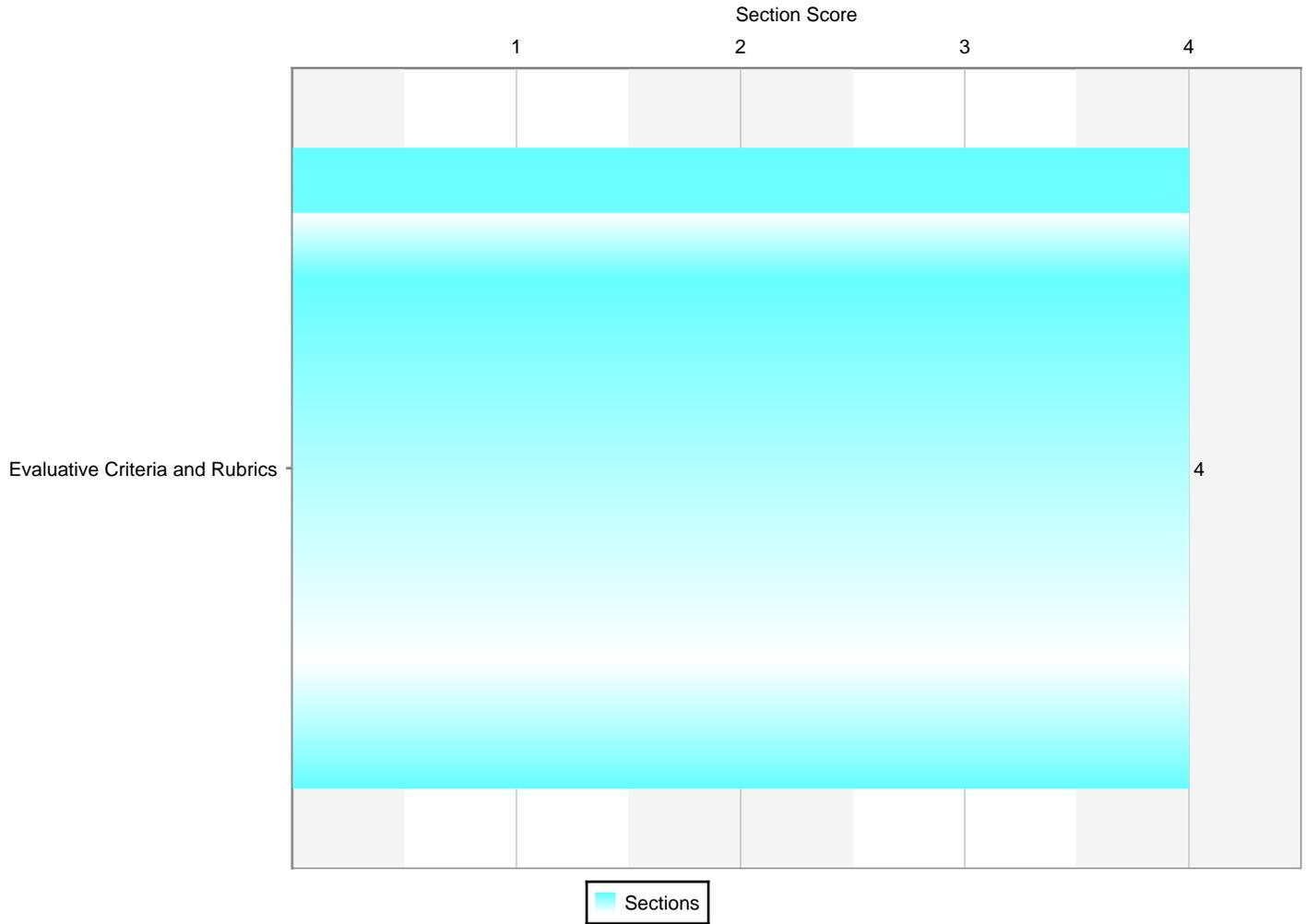
Locust Fork High School scored a Level 3 overall ranking on the AdvancED survey, which is fairly positive. The parents rated the school 3.49 overall, with the lowest indicator focusing on communication. The school agrees that, like many high schools, meaningful use of parent assistance could be improved.

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

Locust Fork High School administered the AdvancED survey. No other surveys were administered.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The CIP Leadership committee and PST committee review school data on a regular basis. The CIP meets at the beginning of each year to evaluate pertinent academic and cultural data; re-evaluates mid-year; and reviews success at the end of each year. The PST meets and reviews student needs by assessing STAR data, attendance and discipline data and classroom achievement on a monthly basis.

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

Our school's greatest weaknesses is in the area of math. With the increased rigor of the CCRS Standards, this is an area where we are utilizing the support of a District wide math Coach (MDC). Some teachers are still working to understand the new standards and increase rigor in their Tier 1 instruction. We saw increased gains in proficiency in the 7th grade on ASPIRE (30% growth in levels III and IV). Eight grade remained relatively stable.

3. What conclusions were drawn from the results?

Changes in both standards and assessments have affected expectations and data results. Teachers are focusing on implementing rigorous Tier 1 instruction in the classroom and a more thorough and effective PST process is being implemented as well. This is reflected in our CIP along with planning and formative assessment.

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

Across the board, math was found to be a weakness and an area of concern. English and reading scores are consistent and a less critical area of concern in comparison to math; however writing scores are very low and have become a critical concern as well. Student attendance continues to improve. Based upon our Special Education population's test scores, LFHS is a FOCUS school. Graduation rate remains consistent. Collaboration among teachers both vertically and horizontally, as well as increasing rigor and standardsbased instruction is an area of focus. A need for improvement in our intervention process has resulted in two dedicated 7th and 8th grade reading/math intervention classes and an interventionist; but this does not address struggling students in grades 9-12. These students are being monitored and assisted through the PST process; however the intervention process is still growing and changing in order to meet the needs of all our struggling students.

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

Because of the change in standards, our goals have been adjusted and focused to align with the new standards and expectations. Teachers
SY 2016-2017

are focusing on implementing rigorous, strategic, standards-based instruction in their Tier I instruction. Tier II and Tier III goals align with intervention and remediation strategies. Based upon our STAR screening scores, as well as our scores from the ACT Suite, math, reading and writing are areas of concern across all grade levels; but in particular in grades 7-8. Tier III intervention will focus on reading and math in grades 7 and 8, with additional classes and protected time to address these needs.

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

The goals are based on data from a variety of sources, including STAR screening reports, ASPIRE, and ACT scores. Math, reading, and writing scores in particular, have shown consistent deficiencies across the board in all testing. Additionally, our graduation rate of 86% clearly shows a need for improvement.

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

The use of strategic teaching techniques and a focus on rigorous, standards-based core instruction in each classroom benefit all students throughout the school at the Tier I level. The PST evaluates scores to focus Tier II and Tier III instruction. Intervention addresses the struggling students in reading and math, based on STAR, ASPIRE and ACT data. Further attention is given to our at-risk students who may struggle academically as a result of other disadvantages.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

All students at Locust Fork High School will graduate prepared for college and career.

Measurable Objective 1:

collaborate to ensure that LFHS students graduate college and career ready by 05/22/2014 as measured by graduation rate .

Strategy1:

Student Centered Instructional Environment - Maintain a student-centered instructional environment in which students are actively engaged in the learning process in every classroom and the media center.

Category:

Research Cited: Instructional Best Practices

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

Activity - Daily explicit, intensive instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers shall implement daily explicit, intensive instruction using strategic teaching strategies such as cooperative learning groups, reduced lecture time, differentiated instruction and proactive planning to support struggling students.	Academic Support Program	08/19/2013	05/22/2014	\$3452 - Title I Schoolwide \$12074 - Title I Schoolwide	All teachers

Activity - Leadership team supports faculty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leadership team is available to assist faculty members in effective content literacy strategies throughout the school year.	Professional Learning	08/19/2013	05/22/2014	\$0 - No Funding Required	Administrators and teacher leadership team

Strategy2:

Identify and Support Struggling Students - Identify students struggling to meet graduation requirements and provide a structured support system to ensure their timely graduation.

Category:

Research Cited: Assessing Student Outcomes

Marzano, R. J., Pickering, D. J., & McTighe, J. (1993). Assessing student outcomes. Aurora, CO: Association for Supervision and Curriculum Development.

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Activity - Tier II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will provide small group and/or individual instruction to Tier 2 students during twice weekly intervention periods. Teachers may utilize (but are not limited to) the following resources: A+, Academy of Reading and Math, and Renaissance Place.	Academic Support Program	08/19/2013	05/22/2014	\$0 - Title I Schoolwide	Intervention Teachers

Activity - Identify and Support Struggling Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon grades in core-classes, AHSGE scores and/or attendance issues students struggling to meet graduation requirements will be identified quarterly by the Credit Recovery Coordinator in collaboration with iNow Manager.	Academic Support Program	08/19/2013	05/22/2014	\$0 - No Funding Required	Credit Recovery Coordinator and iNow Manager

Goal 2:

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

Measurable Objective 1:

38% of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Reading by 05/25/2017 as measured by Aspire data..

Strategy1:

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

Category:

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	Funding Amount & Source	Staff Responsible
The PST will review grades, attendance, STAR data, ASPIRE data, ACT data and discipline reports to determine intervention students throughout the year. Teachers will be supported through high quality professional development.	Academic Support Program	08/10/2016	05/25/2017	\$3271 - Title I Part A	PST Chairman and committees, administrators, and classroom teachers.

Activity - Language Live!	Activity Type	Begin Date	End Date	Funding Amount & Source	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. An Interventionist who will also assist with reading intervention efforts and facilitate LanguageLive.	Academic Support Program	08/10/2016	05/25/2017	\$4192 - Title I Part A	Intervention teacher and Interventionist aide

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/10/2016	05/25/2017	\$1347 - Title I Part A	Counselors and Credit Recovery Teachers

Strategy2:

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

Category:

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 - Library/Media Center Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Library/Media Center will support all literacy efforts through the purchase of high quality texts.	Academic Support Program	08/10/2016	05/25/2017	\$1394 - Title I Part A	Library/Media Specialist

Activity - SREB Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/10/2016	05/25/2017	\$0 - No Funding Required	LDC teachers and administrators

Activity - Rigor and Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness, teachers will focus on rigor and engagement in teaching and planning. Further, 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	08/10/2016	05/25/2017	\$5024 - Title I Part A	All teachers

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Activity - Strategic, standards-based reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Teachers will be supported with high quality professional development and updated computer hardware.	Academic Support Program	08/10/2016	05/25/2017	\$2784 - Title I Part A \$33490 - Title I Part A \$5000 - Title I Part A	Core teachers

Goal 3:

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

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Mathematics by 05/25/2017 as measured by ASPIRE Data (AMO for 2016.2017 is 31%).

Strategy1:

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.

Category:

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 - CCRS Problem Solving Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Math teachers and Administration

Activity - Strategic, standards-based math instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through effective planning, 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. High Quality PD will be provided to teachers to support this practice as will computer hardware.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Math teachers, Administration, District Coach support

Activity - Rigor and Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness for Blount County Schools, 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	08/08/2016	05/25/2017	\$0 - Title I Schoolwide	Math teachers and Administration

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness for Blount County Schools and SREB, 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. Support will be provided by the District math coach.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrators, math teachers and District math coach

Strategy2:

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

Category:

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 - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Credit Recovery teachers, interventionist and Administration

Activity - Dreambox Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not scoring proficient in math will have access to the Dreambox intervention program during an intervention class and/or tutoring sessions. An interventionist will work with these students using DreamBox and other appropriate intervention programs.	Academic Support Program	08/08/2016	05/25/2017	\$27861 - Title I Part A	Administrators, math teachers and interventionist

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be available for morning and afternoon math tutoring sessions on a rotating schedule.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrators and tutors

Activity - PST Team Monitors Intervention Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Administration and PST Team

Activity - Identify Tier II Math Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	08/08/2016	05/25/2017	\$0 - No Funding Required	PST Chairman, administrators, math teachers, interventionist

Goal 4:

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 05/25/2017 as measured by ACCESS data .

Strategy1:

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

Category:

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	Funding Amount & Source	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. As needed, EL teacher will provide progress notes to non-English speaking parents per the district plan.	Academic Support Program	08/10/2016	05/25/2017	\$1489 - Title I Part A	EL Teachers and Regular Ed Teachers of EL Students

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

Goal 1:

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

Measurable Objective 1:

38% of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Reading by 05/25/2017 as measured by Aspire data..

Strategy1:

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

Category:

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 - Rigor and Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness, teachers will focus on rigor and engagement in teaching and planning. Further, 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	08/10/2016	05/25/2017	\$5024 - Title I Part A	All teachers

Activity - SREB Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/10/2016	05/25/2017	\$0 - No Funding Required	LDC teachers and administrators

Activity - Library/Media Center Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Library/Media Center will support all literacy efforts through the purchase of high quality texts.	Academic Support Program	08/10/2016	05/25/2017	\$1394 - Title I Part A	Library/Media Specialist

Activity - Strategic, standards-based reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Teachers will be supported with high quality professional development and updated computer hardware.	Academic Support Program	08/10/2016	05/25/2017	\$5000 - Title I Part A \$33490 - Title I Part A \$2784 - Title I Part A	Core teachers

Goal 2:

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

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Mathematics by 05/25/2017 as measured by ASPIRE Data (AMO for 2016.2017 is 31%).

Strategy1:

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.

Category:

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 - CCRS Problem Solving Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Math teachers and Administration

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Activity - Strategic, standards-based math instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through effective planning, 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. High Quality PD will be provided to teachers to support this practice as will computer hardware.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Math teachers, Administration, District Coach support

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness for Blount County Schools and SREB, 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. Support will be provided by the District math coach.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrators, math teachers and District math coach

Activity - Rigor and Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness for Blount County Schools, 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	08/08/2016	05/25/2017	\$0 - Title I Schoolwide	Math teachers and Administration

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 05/25/2017 as measured by ACCESS data .

Strategy1:

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

Category:

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	Funding Amount & Source	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. As needed, EL teacher will provide progress notes to non-English speaking parents per the district plan.	Academic Support Program	08/10/2016	05/25/2017	\$1489 - Title I Part A	EL Teachers and Regular Ed Teachers of EL Students

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

Goal 1:

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

Measurable Objective 1:

38% of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Reading by 05/25/2017 as measured by Aspire data..

Strategy1:

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

Category:

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 - Language Live!	Activity Type	Begin Date	End Date	Funding Amount & Source	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. An Interventionist who will also assist with reading intervention efforts and facilitate LanguageLive.	Academic Support Program	08/10/2016	05/25/2017	\$4192 - Title I Part A	Intervention teacher and Interventionist aide

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/10/2016	05/25/2017	\$1347 - Title I Part A	Counselors and Credit Recovery Teachers

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Activity - Identify Intervention Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST will review grades, attendance, STAR data, ASPIRE data, ACT data and discipline reports to determine intervention students throughout the year. Teachers will be supported through high quality professional development.	Academic Support Program	08/10/2016	05/25/2017	\$3271 - Title I Part A	PST Chairman and committees, administrators, and classroom teachers.

Strategy2:

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

Category:

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 - Rigor and Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness, teachers will focus on rigor and engagement in teaching and planning. Further, 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	08/10/2016	05/25/2017	\$5024 - Title I Part A	All teachers

Activity - Strategic, standards-based reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Teachers will be supported with high quality professional development and updated computer hardware.	Academic Support Program	08/10/2016	05/25/2017	\$2784 - Title I Part A \$5000 - Title I Part A \$33490 - Title I Part A	Core teachers

Activity - Library/Media Center Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Library/Media Center will support all literacy efforts through the purchase of high quality texts.	Academic Support Program	08/10/2016	05/25/2017	\$1394 - Title I Part A	Library/Media Specialist

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Activity - SREB Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/10/2016	05/25/2017	\$0 - No Funding Required	LDC teachers and administrators

Goal 2:

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

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Mathematics by 05/25/2017 as measured by ASPIRE Data (AMO for 2016.2017 is 31%).

Strategy1:

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

Category:

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 - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Credit Recovery teachers, interventionist and Administration

Activity - Dreambox Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not scoring proficient in math will have access to the Dreambox intervention program during an intervention class and/or tutoring sessions. An interventionist will work with these students using DreamBox and other appropriate intervention programs.	Academic Support Program	08/08/2016	05/25/2017	\$27861 - Title I Part A	Administrators, math teachers and interventionist

Activity - PST Team Monitors Intervention Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Administration and PST Team

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Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be available for morning and afternoon math tutoring sessions on a rotating schedule.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrators and tutors

Activity - Identify Tier II Math Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	08/08/2016	05/25/2017	\$0 - No Funding Required	PST Chairman, administrators, math teachers, interventionist

Strategy2:

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.

Category:

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 - Rigor and Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness for Blount County Schools, 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	08/08/2016	05/25/2017	\$0 - Title I Schoolwide	Math teachers and Administration

Activity - CCRS Problem Solving Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Math teachers and Administration

ACIP

Locust Fork High School

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness for Blount County Schools and SREB, 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. Support will be provided by the District math coach.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrators, math teachers and District math coach

Activity - Strategic, standards-based math instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through effective planning, 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. High Quality PD will be provided to teachers to support this practice as will computer hardware.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Math teachers, Administration, District Coach support

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 05/25/2017 as measured by ACCESS data .

Strategy1:

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

Category:

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	Funding Amount & Source	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. As needed, EL teacher will provide progress notes to non-English speaking parents per the district plan.	Academic Support Program	08/10/2016	05/25/2017	\$1489 - Title I Part A	EL Teachers and Regular Ed Teachers of EL Students

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

Goal 1:

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

Measurable Objective 1:

38% of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Reading by 05/25/2017 as measured by Aspire data..

Strategy1:

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

Category:

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 - SREB Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/10/2016	05/25/2017	\$0 - No Funding Required	LDC teachers and administrators

Activity - Rigor and Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness, teachers will focus on rigor and engagement in teaching and planning. Further, 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	08/10/2016	05/25/2017	\$5024 - Title I Part A	All teachers

ACIP

Locust Fork High School

Activity - Strategic, standards-based reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Teachers will be supported with high quality professional development and updated computer hardware.	Academic Support Program	08/10/2016	05/25/2017	\$5000 - Title I Part A \$33490 - Title I Part A \$2784 - Title I Part A	Core teachers

Activity - Library/Media Center Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Library/Media Center will support all literacy efforts through the purchase of high quality texts.	Academic Support Program	08/10/2016	05/25/2017	\$1394 - Title I Part A	Library/Media Specialist

Strategy2:

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

Category:

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 - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/10/2016	05/25/2017	\$1347 - Title I Part A	Counselors and Credit Recovery Teachers

Activity - Language Live!	Activity Type	Begin Date	End Date	Funding Amount & Source	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. An Interventionist who will also assist with reading intervention efforts and facilitate LanguageLive.	Academic Support Program	08/10/2016	05/25/2017	\$4192 - Title I Part A	Intervention teacher and Interventionist aide

Activity - Identify Intervention Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST will review grades, attendance, STAR data, ASPIRE data, ACT data and discipline reports to determine intervention students throughout the year. Teachers will be supported through high quality professional development.	Academic Support Program	08/10/2016	05/25/2017	\$3271 - Title I Part A	PST Chairman and committees, administrators, and classroom teachers.

Goal 2:

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

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Mathematics by 05/25/2017 as measured by ASPIRE Data (AMO for 2016.2017 is 31%).

Strategy1:

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

Category:

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	Funding Amount & Source	Staff Responsible
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	08/08/2016	05/25/2017	\$0 - No Funding Required	PST Chairman, administrators, math teachers, interventionist

Activity - Dreambox Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not scoring proficient in math will have access to the Dreambox intervention program during an intervention class and/or tutoring sessions. An interventionist will work with these students using DreamBox and other appropriate intervention programs.	Academic Support Program	08/08/2016	05/25/2017	\$27861 - Title I Part A	Administrators, math teachers and interventionist

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be available for morning and afternoon math tutoring sessions on a rotating schedule.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrators and tutors

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Credit Recovery teachers, interventionist and Administration

ACIP

Locust Fork High School

Activity - PST Team Monitors Intervention Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Administration and PST Team

Strategy2:

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.

Category:

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	Funding Amount & Source	Staff Responsible
Through effective planning, 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. High Quality PD will be provided to teachers to support this practice as will computer hardware.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Math teachers, Administration, District Coach support

Activity - CCRS Problem Solving Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Math teachers and Administration

Activity - Rigor and Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness for Blount County Schools, 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	08/08/2016	05/25/2017	\$0 - Title I Schoolwide	Math teachers and Administration

ACIP

Locust Fork High School

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness for Blount County Schools and SREB, 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. Support will be provided by the District math coach.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrators, math teachers and District math coach

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 05/25/2017 as measured by ACCESS data .

Strategy1:

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

Category:

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	Funding Amount & Source	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. As needed, EL teacher will provide progress notes to non-English speaking parents per the district plan.	Academic Support Program	08/10/2016	05/25/2017	\$1489 - Title I Part A	EL Teachers and Regular Ed Teachers of EL Students

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

Goal 1:

All students at Locust Fork High School will graduate prepared for college and career.

Measurable Objective 1:

collaborate to ensure that LFHS students graduate college and career ready by 05/22/2014 as measured by graduation rate .

SY 2016-2017

Strategy1:

Identify and Support Struggling Students - Identify students struggling to meet graduation requirements and provide a structured support system to ensure their timely graduation.

Category:

Research Cited: Assessing Student Outcomes

Marzano, R. J., Pickering, D. J., & McTighe, J. (1993). Assessing student outcomes. Aurora, CO: Association for Supervision and Curriculum Development.

Activity - Tier II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will provide small group and/or individual instruction to Tier 2 students during twice weekly intervention periods. Teachers may utilize (but are not limited to) the following resources: A+, Academy of Reading and Math, and Renaissance Place.	Academic Support Program	08/19/2013	05/22/2014	\$0 - Title I Schoolwide	Intervention Teachers

Activity - Identify and Support Struggling Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon grades in core-classes, AHSGE scores and/or attendance issues students struggling to meet graduation requirements will be identified quarterly by the Credit Recovery Coordinator in collaboration with iNow Manager.	Academic Support Program	08/19/2013	05/22/2014	\$0 - No Funding Required	Credit Recovery Coordinator and iNow Manager

Goal 2:

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

Measurable Objective 1:

38% of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Reading by 05/25/2017 as measured by Aspire data..

Strategy1:

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

Category:

Research Cited: Response to Intervention

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

ACIP

Locust Fork High School

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/10/2016	05/25/2017	\$1347 - Title I Part A	Counselors and Credit Recovery Teachers

Activity - Identify Intervention Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST will review grades, attendance, STAR data, ASPIRE data, ACT data and discipline reports to determine intervention students throughout the year. Teachers will be supported through high quality professional development.	Academic Support Program	08/10/2016	05/25/2017	\$3271 - Title I Part A	PST Chairman and committees, administrators, and classroom teachers.

Activity - Language Live!	Activity Type	Begin Date	End Date	Funding Amount & Source	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. An Interventionist who will also assist with reading intervention efforts and facilitate LanguageLive.	Academic Support Program	08/10/2016	05/25/2017	\$4192 - Title I Part A	Intervention teacher and Interventionist aide

Goal 3:

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

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Mathematics by 05/25/2017 as measured by ASPIRE Data (AMO for 2016.2017 is 31%).

Strategy1:

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

Category:

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 - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Credit Recovery teachers, interventionist and Administration

ACIP

Locust Fork High School

Activity - Dreambox Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not scoring proficient in math will have access to the Dreambox intervention program during an intervention class and/or tutoring sessions. An interventionist will work with these students using DreamBox and other appropriate intervention programs.	Academic Support Program	08/08/2016	05/25/2017	\$27861 - Title I Part A	Administrators, math teachers and interventionist

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be available for morning and afternoon math tutoring sessions on a rotating schedule.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrators and tutors

Activity - Identify Tier II Math Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	08/08/2016	05/25/2017	\$0 - No Funding Required	PST Chairman, administrators, math teachers, interventionist

Activity - PST Team Monitors Intervention Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Administration and PST Team

Goal 4:

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 05/25/2017 as measured by ACCESS data .

Strategy1:

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

Category:

Research Cited: Teacher Collaboration

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

ACIP

Locust Fork High School

Activity - EL Teacher to Assist Grade Level Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	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. As needed, EL teacher will provide progress notes to non-English speaking parents per the district plan.	Academic Support Program	08/10/2016	05/25/2017	\$1489 - Title I Part A	EL Teachers and Regular Ed Teachers of EL Students

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

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 05/25/2017 as measured by ACCESS data .

Strategy1:

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

Category:

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	Funding Amount & Source	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. As needed, EL teacher will provide progress notes to non-English speaking parents per the district plan.	Academic Support Program	08/10/2016	05/25/2017	\$1489 - Title I Part A	EL Teachers and Regular Ed Teachers of EL Students

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.**Goal 1:**

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

Measurable Objective 1:

38% of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Reading by 05/25/2017 as measured by Aspire data..

Strategy1:

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

Category:

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 - Library/Media Center Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Library/Media Center will support all literacy efforts through the purchase of high quality texts.	Academic Support Program	08/10/2016	05/25/2017	\$1394 - Title I Part A	Library/Media Specialist

Activity - SREB Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/10/2016	05/25/2017	\$0 - No Funding Required	LDC teachers and administrators

Activity - Strategic, standards-based reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Teachers will be supported with high quality professional development and updated computer hardware.	Academic Support Program	08/10/2016	05/25/2017	\$33490 - Title I Part A \$5000 - Title I Part A \$2784 - Title I Part A	Core teachers

ACIP

Locust Fork High School

Activity - Rigor and Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness, teachers will focus on rigor and engagement in teaching and planning. Further, 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	08/10/2016	05/25/2017	\$5024 - Title I Part A	All teachers

Goal 2:

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

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency of Alabama's College and Career Readiness Standards in Mathematics by 05/25/2017 as measured by ASPIRE Data (AMO for 2016.2017 is 31%).

Strategy1:

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.

Category:

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	Funding Amount & Source	Staff Responsible
Through effective planning, 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. High Quality PD will be provided to teachers to support this practice as will computer hardware.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Math teachers, Administration, District Coach support

Activity - Rigor and Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness for Blount County Schools, 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	08/08/2016	05/25/2017	\$0 - Title I Schoolwide	Math teachers and Administration

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As outlined in Educator Effectiveness for Blount County Schools and SREB, 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. Support will be provided by the District math coach.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrators, math teachers and District math coach

Activity - CCRS Problem Solving Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Math teachers and Administration

Component 3: Instruction by Qualified Staff

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

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

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

LFHS hires employees that have reached highly qualified status. In addition, teachers spend 100% of their instructional time in classes for which they are highly qualified to teach. The LFHS schedule is created around the academic needs of students and instructional expertise of teachers.

Component 4: Strategies to Attract Qualified Teachers

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

LFHS has 5 new teachers this year due to 3 retirements, 1 non-renewal and 1 leaving to teach in a new system.

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

In the 2016-2017 school year LFHS added 5 new teachers to our staff: one has been teaching for 14 years, one for 3 years, one for 2 years and one for 1 year. Further, the Ag teacher is in his fourth year of teaching, one of our special education teachers is in her third year of teaching. The remainder of the faculty is very seasoned and experienced.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Blount County Schools has a reputation of excellence and hold recruiting activities. Many of our former students who pursue education degrees return to Blount County in hopes of teaching in our District

Component 5: High Quality and Ongoing Professional Development

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

The Blount County School District personnel actively recruit highly qualified persons for employment in order to offer the highest quality education possible. Central office personnel attend job fairs at area colleges to recruit future graduates. New teachers are provided with a mentor teacher, and all teachers are required to participate in ongoing professional development activities.

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

Opportunities for high quality professional development are often embedded at the district level. For example, the first days of school before students start school are filled with high quality professional development. Other opportunities are provided at the local and district level to various groups such as media specialist, special education teachers, FACS teachers, LDC groups, and content teachers on a rotating and ongoing basis.

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

This year we have three teachers with less than 3 years of experience. These teachers will be assigned a local mentor teacher. In addition teachers new to our system participate in the Blount County Schools' TIP program for three years.

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

The content and grade level meetings will span the entire school year to allow for consistent data analysis and examination of classroom instruction and practices and collaboration.

Component 6: Transition Strategies

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

We conduct a seventh grade orientation day. This activity is lead by our Student Ambassadors. We also have a registration day in which we welcome all students and parents into the school to meet with teachers and administrators. We also conduct a parent meeting for our rising freshmen that explains the diploma options and helps parents and students choose what best meets students' needs and interests.

Component 7: Teacher Participation in Making Assessment Decisions

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

We, as a faculty, meet and discuss the results of statewide assessments as soon as the data is readily available. Furthermore, data is discussed and analyzed in PST meetings as well as content area and grade level meetings.

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

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

Our faculty, ACIP team, PST team and administration meet a variety of times in a variety of combinations to examine data and determine needs. Students in 7th and 8th grade who are struggling in math and reading (based upon the STAR assessment and state assessment standards) are placed in intervention classes throughout the school day. This year our focus is on 7th and 8th grade students who are not benchmarking in reading or math. Our special ed students are served both in the classroom by their regular education teacher as well as with their special education teacher 5 days a week. Currently, we only have two EL students, and these EL students are mainly served in the regular ed classroom as well as from the EL teacher who serves LFHS.

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

Because the STAR assessment results are immediate therefore, this is our main screening tool. Students take this assessment in the beginning, the middle and at the end of the school year. ASPIRE results are also analyzed to identify students who need additional academic support. Students in the 7th and 8th grade identified as having difficulty meeting standards and benchmarks are placed in intervention classes for the year. All 7th and 8th grade students have a reading class (designed as intervention) on a daily basis. These students are monitored for growth continuously.

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

In every classroom, teachers focus on rigorous and engaging strategic, high quality, student-centered instruction that meets the needs of every student in the classroom. In addition, each teacher follows all 504s and IEPs for students who qualify for these plans.

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

All teachers provide tutoring hours once a week (at a minimum) outside of regular school hours. Students who need help recovering credit have an opportunity to work on credit recovery in the spring and summer after school hours.

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

All students at LFHS, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, and counseling services. Also, LFHS uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. The counselor and assistant identify limited English proficient students upon enrollment. The ELL teacher reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ELL program. 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 McKinney-Vento Act.

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

All students at LFHS, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, and counseling services. Also, LFHS uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. The counselor and assistant identify limited English proficient students upon enrollment. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. A variety of services to all ELL students is provided, such as content area tutoring, pull-out ESL and pull-out for individual support. An ELL teacher provides services to all ELL students at LFHS. There is an interpreter available to communicate with the parents of ELL students if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The ELL teacher reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ELL program. 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 the United Way and the McKinney-Vento Act.

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

Our school-wide program is driven by our continuous improvement process which is led by our principal and School Leadership Team and monitored by our Blount County District improvement Team. Through the identification of school needs, Reading, Math, and Culture Goals are developed.

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

Determination of our goals, action steps, and need resources fosters the coordination of state, federal and local programs and resources. State Foundation Program, Schoolwide Title I, Title II, and local funds are utilized to support the implementation of goals.

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

LFHS uses federal funds to help pay for a school nurse who is shared between the high school and the elementary school. The budget also provides her with money for health supplies. Having access to a school nurse helps with our attendance issues and provides students with immediate access to first level of medical care. We also help fund the ELL teacher. Federal funds are also used to provide copiers for teacher and administrative use and postage for parent mail outs to increase parental involvement.

Component 10: Evaluation

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

At the end of the year, the leadership team meets to review and evaluate last year's CIP and data from assessments. We then evaluate each goal, strategy, and action step to determine if it needs to be modified, strengthened or deleted based upon student performance data. We also had each teacher complete a survey to measure response to the CIP and our school's accomplishments and needs.

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

The leadership team meets at the end of the year to evaluate data from annual assessments and student performance. Then these results are compared to current goals, strategies and action steps so that we may determine how to modify our CIP.

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

The leadership team meets at the end of the year to evaluate data from annual assessments and student performance. Then these results are compared to current goals, strategies and action steps so that we may determine how to modify our CIP.

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

At the end of the year, the leadership team meets to review and evaluate last year's CIP and data from assessments. In addition, all teachers were surveyed for input on the CIP and its effectiveness. We then evaluate each goal, strategy and action step to determine if it needs to be modified, strengthened or deleted based upon student performance data and teacher input.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

We are keeping the goals to become college and career proficient in reading and math, language skills. We have implemented Language Live! and Dream Box as intervention tools. We have also implemented an effective PST process to assist struggling students.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

The goals from the previous year were kept, but specific objectives were tailored to specific growth targets. Further we added a local indicator and made adjustments to our cultural goal.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	27.74	28.22	1,947,326.00
Administrator Units	1.00	1	111,397.00
Assistant Principal	1.00	1	90,258.00
Counselor	1.50	1.5	122,760.00
Librarian	1.00	1	72,092.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	5,249.54	0	0.00
Professional Development	1,977.49	0	0.00
State ELL Funds	0.00	.02	1,488.00
Instructional Supplies	12,568.95	0	0.00
Library Enhancement	659.06	0	0.00
Totals			2,345,321.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	95724.0

Provide a brief explanation and breakdown of expenses.

Title I Budget:

EL Teacher - 2% of Salary and fringes \$1489

Tutor Contracts with fringes - \$1347

Supplemental Copy Machine - \$5000

Classroom Supplies - \$5024

Instructional Software - \$4192

Computer Hardware - \$2784

Health/Nurse - 15% Salary and Fringes \$9381

Parental involvement - \$500

Library Enhancement - \$1394

Professional Development - 3271

SI Budget:

Teacher Aide - 27861

Computer Hardware - 33490

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	2232.0

Provide a brief explanation and a breakdown of expenses.

EL Teacher 3% of Salary \$1623 and fringes \$609

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

LFHS will hold an annual meeting to explain Title I requirements, the 1% set-aside, and Parents' Right-to-Know. Parents will be invited through multiple sources, including the school's Facebook page, the school web site, One Call Now, and letters. The meeting will be held at the school on an evening early in the fall semester to allow the maximum amount of participation and impact.

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

Parents will be invited into the school on multiple occasions. Registration will be highly advertised and will allow parents to visit the school with their students. A Parenting Day will be designated annually. The annual Title I meeting will invite parents into the school. Parents will be advised of these meetings through calls, web sites, social media, written communication, and more. If parents are unable to attend Title I informational meetings, the information will be posted on social media and will be made available for any interested parent. Parents will have input in these meetings and also on annual surveys distributed by the school. Parents will be invited on surveys and through multiple other opportunities to participate on committees that will help make decisions, such as how funds will be allocated.

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

LFHS will use One Call Now to address parents in a timely manner and to remind or invite them to important events. The school will also maintain a web site that informs parents of events. Two students are identified as an EL student at our school, but translation services are used for any written communication that is sent home. The iNow home portal will allow parents to access classroom assessment information. In addition, teachers will communicate classroom expectations through syllabi, letter, e-mail, or web pages. Also, teachers will use the 'Remind' app to communicate with parents the certain expectations and due dates within the classroom.

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

Blount County will develop and provide compacts that are developed with parent liaison assistance. The compacts will be analyzed by school staff, students, and parents in the annual Title I meeting. Individual schools will distribute the compacts and store them at the local level. Parents will be able to provide feedback at any time through the website.

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

The CIP will be available for any parent to view online through the school website. Parents can communicate with the school through Facebook, Twitter, E-mail, phone, and writing.

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

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

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

Parents will receive written explanations of state assessment scores along with the scores themselves. Parenting Day and individual parent conferences will allow further opportunities to discuss a child's academic achievement, the standards being tested, and the assessment itself.

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

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

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

The district will provide many educational opportunities for parents at the county level. Classes will be provided for parents in a multitude of areas, from preschool education to literacy to technology. The district will house a Parent Involvement Specialist at a county-wide resource center stocked with resources and equipped with computers and other technology.

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

Locust Fork High School will continue to work with its teachers through in-services, faculty meetings, and PST in understanding the importance of parental involvement and that parents are out partners. This year, our CIP committee will place special emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities. The principal will set the expectation that teachers work closely with our parents to ensure each child's academic success.

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

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

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

Locust Fork High School, teachers, personnel and staff will 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 will also plan 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 will also maintain an open door policy with regard to parental involvement. The LEA's Parent Involvement Specialist will meet with the principal each fall to review the Federal regulations required for Parent Involvement, discuss ways to work with the school, teachers, and parent liaison to increase parent involvement and remove any barriers preventing parents from being involved.

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

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

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

Throughout the school year, the administration and teachers will send home newsletters and other written communication to distribute specific information to families. Teachers will participate in the state-sponsored state-wide parenting day but will schedule additional parent conferences at the convenience of parents in order to reach a mutual agreement between parents and teachers on ways to help children become more successful students. All written communication will be translated as necessary.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:****Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

An annual Parent Survey will be conducted during the spring quarter of each year. Surveys will be sent home with each student and e-mailed to all parents who provide a valid e-mail address. Surveys will also be available on the Blount County School System website. Information that will be gained through an analysis of the completed survey will be more effective partners in the academic success of their child.

Bilingual forms will be sent home with ELL students and will also be available upon request in the front office, further; the school website will contain a link to a free translation website. The LEA's Migrant/ESL Home-School Liaison will be available to translate at parent meetings, IEP meetings, parent/teacher conferences and disciplinary hearing, as needed or requested. The Liaison, also, will provide translations of documents, flyers, handbooks and other materials, as needed and requested.

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

Translators and sign-language interpreters are on staff with the Blount County Board of Education to ensure that all parents are able to understand the information being presented. All schools and facilities are handicap accessible including Locust Fork High School. Reports and information, including student progress notes and report cards, are available in Spanish, or other languages (as needed). Special accommodations are continuously made to communicate with parents by phone and home visits as needed. A Migrant Liaison is on staff at the Blount County Resource Center, with a direct phone line (Spanish speaking voicemail), offering a wide variety of supports which also include the following:

- Translating and support at all events including I.E.P. meetings and school functions
- Translation of all written materials including Parent compacts, student handbook, newsletters, home-to-school connections, progress notes, report cards, etc.
- Home visits to encourage school attendance and respond to needs that may not be expressed at the local school (tutoring needs, clothing, hygiene, food, medical, immunizations, dental, vision, financial aide, school supplies, etc.)
- Pre-K support and enrollment through KidCrafters (support for parents of Pre-K students at the Blount County Resource Center), and Headstart programs (multiple locations)
- Outreach and identification of migrant families (posters, flyers, school notifications, dedicated direct phone line, booths at local events to inform parents of EL and migrant students of support services, etc.)
- Professional Development for teachers to better serve students
- Grade monitoring for all migrant and EL students with support provided for at-risk (drop out, failing, poverty) students
- Information provided to parents about student options for College and Career Readiness (Career Tech, AP, ACT testing support, ASPIRE testing support, dual enrollment, WorkKeys, Industry Credentials, military enlistment, etc.)
- Family Literacy activities