

Assurances

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

The CIP team is comprised of administrators, counselors, department heads, and parents. Committee members are responsible for desegregating data and analyzing that data to construct an improvement plan in their respective area. Each member will discuss strength and weaknesses of the areas analyzed and provide feedback to the CIP team. The team will examine the data and assess the greatest needs to match stated goals. The CIP will be reviewed periodically throughout the school year by the LEA, SDE, and CIP team respectively.

Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Mr. Michael Turner	-	Principal
Mr. Stephen Hall	-	Asst. Principal
Mrs. Lisa Hudson	-	Counselor
Mrs. Angela Walker	-	Career Tech Teacher
Mrs. Leah Whitten	-	Career Tech Teacher
Mrs. Stephanie Freeman	-	Math Teacher
Mrs. Amanda Beason	-	English Teacher
Mr. John Windham	-	Science Teacher
Mr. Lonnie Goldberg	-	History Teacher
Mrs. Valorie Purser	-	Special Ed. Teacher
Mrs. Kathi Carr	-	Parent

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

 I have reviewed the [Annual Accountability Results Report](#)

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

The faculty provided the CIP Team with data indicating standards that were not mastered and should be included in this year's plan. The comprehensive needs assessment will be drawn up using the data provided by the CIP Team, the weaknesses and strengths of student progress relative to the AHSGE were taken into account.

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Leeds High School has made considerable strides to ensure that each teacher employed meets the Highly Qualified status under No Child Left Behind. When a teacher is hired, they are only allowed to work in the area of academic endorsement.

Number and percentage of teachers Non-HQT:

Number and percentage of Classes Taught by Non-HQT:

Alabama High School Graduation Exam (AHSGE):

Strengths:

The Biology proficiency index has been a strong point with the previous grades tested. Ninth grade students who took Algebra in the eight grade are passing the math portion of the AHSGE above a 90% rate of proficiency. Eleventh graders who took the math portion of the exam raised the achievement level by 8% from the previous year.

Weaknesses:

Only 31% of LHS eleventh grade students met the content standard for social studies. 66% of LHS eleventh grade students met the content standard for reading, while 61% of LHS eleventh grade students met the content standard for the language section of the AHSGE.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

N/A

Weaknesses:

N/A

Alabama Science Assessment:

Strengths:

N/A

Weaknesses:

N/A

Stanford 10:

Strengths:

N/A

Weaknesses:

N/A

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

N/A

Weaknesses:

N/A

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Alabama Direct Assessment of Writing (ADAW):

Strengths:

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):

Strengths:

54% of the ELL students made APLA and the AMAO-B scores increased by 31%.

Weaknesses:

0% of 10th grade ELL students indicated or showed no improvement in their English proficiency.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

Teachers have done a tremendous job in an effort to apprise themselves of Educate Alabama, the new instrument used by the Alabama State Department of Education to assess teacher proficiency. All teachers at Leeds High School have completed the self assessment component of the Educate Alabama; areas of improvement are agreed upon by the teacher and administration.

Weaknesses:

N/A

Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)

Strengths:

All students have access to technology through teacher classrooms, mobile computer lab stations, and the school library.

Weaknesses:

Need of additional equipment, such as printers and up dated software, to make better use of today's current technology.

Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):**Strengths:**

LHS actively participates in the following assessment: AHSGE, PLAN, PSAT, ACT, and the ASVAB. All students will participate in the BASI student assessment to monitor student performance levels in assessing student needs through the Rtl program.

Weaknesses:

Lack of follow through on implementation of strategies to improve desired outcome. Student achievement will be assessed when test results have been returned.

Career and Technical Education Program Data Reports:**Strengths:**

The Career Tech Education programs at LHS have a high participate rate and is seen as valuable to the curriculum.

Weaknesses:

All Career Tech classes are fully loaded and a need for more programs is desired at LHS.

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).****Strengths:**

Data indicates a decrease in physical confrontations and incidents of bullying and harassment.

Weaknesses:

New teachers need addition professional development or classroom management training on handling students' disruptive behaviors and disrespect toward teachers.

School Demographic Information related to drop-out information and graduation rate data.**Strengths:**

LHS has an 81% graduation rate.

Weaknesses:

LHS graduation rate is 9% lower than the state standard of 90%.

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.

Strengths:

N/A

Weaknesses:

N/A

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).**Strengths:**

96% of student population attend school on a daily basis.

Weaknesses:

Truancy and tardies are areas of concern as they relate to student achievement.

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.**Strengths:**

INOW Home Portal, school website, phone messenger, and teacher conferences are used regularly as communication tools for parents and faculty and are perceived as positive.

Weaknesses:

Parental involvement at LHS is lower. Parent surveys will be conducted this school year.

School Perception Information related to student PRIDE data.**Strengths:**

Student knowledge of school drug / alcohol policies is clearly understood. Consequences for non-compliance of school policies are found to be consistent among entire student body. LHS has implemented (Fall 2011) a random drug testing process which includes a counseling component.

Weaknesses:

A need for more professional development in the area of the latest drug / alcohol trends.

School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**Strengths:**

ELL teacher understands how to integrate ELL curriculum and WIDA ELP standards with general education curriculum.

Weaknesses:

Classroom teachers have not had sufficient, long-term training on curriculum integration and the WIDA ELP standards have not been effectively implemented as observed through classroom teacher lesson plans.

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**Strengths:**

ELL teacher is not certified in English Language Learners but is very knowledgeable about ELL instruction and assessment.

Weaknesses:

Only one itinerant ELL teacher is in the building two times a week for thirty to forty-five minutes. Not enough planning / collaboration time with content teachers and insufficient time spent on instructions.

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.

Strengths:

LHS actively participates in curriculum career mapping, model assessment, ACCESS, CCDs, AVID, Pride Survey, and has implemented a weekly WAVE tutoring / advising program.

Weaknesses:

Lack of professional development money for all teachers. Additional training needs for CCDs.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Improvement of Reading and Writing Skills

Description:

Reading and Writing skills of 10th and 11th grade students will improve by 5% on AHSGE to meet state standards.

Data Results on which goal is based:

AHSGE reading scores show that only 81% of LHS students who were tested met state standards.

Target Grade Level(s): 10th and 11th

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

Black, male

Courses of Study:

All COS standards and special emphasis on the following AHSGE standards: III- 1 Recognize Logic and Arguments IV- 1 Determine meaning of words IV- 2,3 Preview, predict; discerning organizational patterns I- 2 Determine sequence of events II- 1 Identify main idea II- 5 Recognize summary statements

Strategies:

S1.1 Remediation for non-mastered reading objectives

Description:

Target students for reading remediation for non-mastered reading objectives by reinforcing reading and writing across the curriculum.

Action Steps:**AS1.1.1 Targeting students with specific academic needs****Description:**

1. School tracking log to monitor AHSGE and BASI results 2. Rtl remediation and tutoring sessions offered before and after school. 3. WAVE tutoring with CORE teachers and Peer Helpers 4. ACCESS lab and Credit Recovery programs are available 5. Students who do not pass the reading portion of the AHSGE are required to take a remediation class during the school day.

Benchmarks:

Each LHS student will participate in BASI student level testing in the fall to determine individual student areas of concerns and in the spring to monitor improvement in targeted areas. A school tracking log will identify students who have not successfully completed portions of the AHSGE to be targeted for remediation to be re-evaluated after each testing cycle. Student progress will be reviewed at monthly departmental and faculty meetings.

Interventions:

LHS will monitor student success through student progress reports, the WAVE tutoring program, and Rtl student evaluations and accommodations. The ACCESS and NovaNET Credit recovery labs will be available for students to work on desired objectives.

Resources:

ACCESS lab, NovaNET Credit Recovery lab, Remediation materials, and WAVE tutoring. High Hopes Funds will be used to pay for before and after school teacher tutors, as well as new updated technology programs to enhance student learning.

S1.2 Incorporate Reading Across the Curriculum**Description:**

Incorporate targeted reading improvement strategies into lesson plans across the curriculum.

Action Steps:**AS1.2.1 Enhance Reading Skills****Description:**

1. School tracking log to monitor AHSGE results 2. Rtl remediation and tutoring sessions offered before and after school. 3. WAVE tutoring with CORE teachers and Peer Helpers 4. ACCESS lab and NovaNET Credit Recovery programs are available 5. Teachers will lead students in increasing content vocabulary. Examples may include using word walls, modeling chapter walks, and pre-teaching vocabulary

Benchmarks:

Each LHS student will participate in BASI student level testing in the fall to determine individual student areas of concerns and in the spring to monitor improvement in targeted areas. A school tracking log will identify students who have not successfully completed portions of the AHSGE to be targeted for remediation to be re-evaluated after each testing cycle. Student progress will be reviewed at monthly departmental and faculty meetings.

Interventions:

LHS will monitor student success through student progress reports, the WAVE tutoring program, and Rtl student evaluations and accommodations. The ACCESS and NovaNET Credit recovery labs will be available for students to work on desired objectives.

Resources:

ACCESS lab, NovaNET Credit Recovery lab, Remediation materials, and WAVE tutoring. High Hopes Funds will be used to pay for before and after school teacher tutors, as well as new updated technology programs to enhance student learning.

G2. Improvemant of Language Skills

Description:

Language skills of 10th and 11th grade students will improve by 5% on AHSGE to meet state standards.

Data Results on which goal is based:

AHSGE language scores show that only 73% of LHS students who were tested met state standards.

Target Grade Level(s): 10th and 11th grades

Target Content Area(s): Other - Language

ARMT: Language

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

Black, male

Courses of Study:

All COS standards and special emphasis on the following AHSGE standards: I-4 Recognize pronoun-antecedent I-6 Identify correct pronoun case I- 9 Identify commonly confused words IV- 1 Demonstrate correct use of capitalization IV- 5 Demonstrate correct use of apostrophe

Strategies:

S2.1 Remediation for non-mastered language objectives.

Description:

Target students for language remediation for non-mastered language objectives by incorporating daily oral language practice drills.

Action Steps:

AS2.1.1 Targeting students with specific academic needs

Description:

1. School tracking log to monitor AHSGE and BASI results 2. Teachers will include language practice drills as warm-up activities each day. 3. Rtl remediation and tutoring sessions offered before and after school. 4. WAVE tutoring with CORE teachers and Peer Helpers 5. ACCESS lab and Credit Recovery programs are available 6. Students who do not pass the language portion of the AHSGE are required to take a remediation class during the school day.

Benchmarks:

Each LHS student will participate in BASI student level testing in the fall to determine individual student areas of concerns and in the spring to monitor improvement in targeted areas. A school tracking log will identify students who have not successfully completed portions of the AHSGE to be targeted for remediation to be re-evaluated after each testing cycle. Student progress will be reviewed at monthly departmental and faculty meetings.

Interventions:

LHS will monitor student success through student progress reports, the WAVE tutoring program, and Rtl student evaluations and accommodations. The ACCESS and NovaNET Credit recovery labs will be available for students to work on desired objectives.

Resources:

ACCESS lab, NovaNET Credit Recovery lab, Remediation materials, and WAVE tutoring. High Hopes Funds will be used to pay for before and after school teacher tutors, as well as new updated technology programs to enhance student learning.

S2.2 Incorporate Language Across the Curriculum

Description:

Incorporate targeted language improvement strategies into lesson plans across the curriculum.

Action Steps:

AS2.2.1 Enhance Language Skills

Description:

1. School tracking log to monitor AHSGE results 2. Teachers will include language practice drills as warm-up activities each day. 3. Rtl remediation and tutoring sessions offered before and after school. 4. WAVE tutoring with CORE teachers and Peer Helpers 5. ACCESS lab and Credit Recovery programs are available 6. Students who do not pass the language portion of the AHSGE are required to take a remediation class during the school day.

Benchmarks:

Each LHS student will participate in BASI student level testing in the fall to determine individual student areas of concerns and in the spring to monitor improvement in targeted areas. A school tracking log will identify students who have not successfully completed portions of the AHSGE to be targeted for remediation to be re-evaluated after each testing cycle. Student progress will be reviewed at monthly departmental and faculty meetings.

Interventions:

LHS will monitor student success through student progress reports, the WAVE tutoring program, and Rtl student evaluations and accommodations. The ACCESS and NovaNET Credit recovery labs will be available for students to work on desired objectives.

Resources:

ACCESS lab, NovaNET Credit Recovery lab, Remediation materials, and WAVE tutoring. High Hopes Funds will be used to pay for before and after school teacher tutors, as well as new updated technology programs to enhance student learning.

G3. Improvement of Mathematics Skills

Description:

Mathematics scores will increase by 2% on the AHSGE.

Data Results on which goal is based:

AHSGE Math scores show that 76% of 11th grade students passed the math portion of the AHSGE.

Target Grade Level(s): 11th

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

Black, male

Courses of Study:

All COS Standards with special emphasis on the following AHSGE Standards: II-2 Quadratic Equations VI-1 Translate Verbal/Symbolic & Graph Equations/Inequalities VII-2 Apply Pythagorean Theorem VII-8 Solve Problems: Algebraic Concepts

Strategies:

§3.1 Remediation for non-mastered math objectives.

Description:

Target students for AHSGE Mathematics Remediation.

Action Steps:

AS3.1.1 Targeting students with specific academic needs

Description:

1. Prepare a school tracking log upon review of AHSGE individual reports and BASI results. 2. Rtl remediation and tutoring sessions offered before/after school. 3. WAVE tutoring with CORE teachers and Peer Helpers 4. ACCESS Lab and Credit Recovery programs available 5. Students who do not pass the AHSGE are required to take a remediation class during the school day. 6. Continue formal and informal assessment of student progress through the AHSGE, BASI, and student work produced during remediation sessions.

Benchmarks:

Each LHS student will participate in BASI student level testing in the fall to determine individual student areas of concerns and in the spring to monitor improvement in targeted areas. A school tracking log will identify students who have not successfully completed portions of the AHSGE to be targeted for remediation to be re-evaluated after each testing cycle. Student progress will be reviewed at monthly departmental and faculty meetings.

Interventions:

LHS will monitor student success through student progress reports, the WAVE tutoring program, and Rtl student evaluations and accommodations. The ACCESS and NovaNET Credit recovery labs will be available for students to work on desired objectives.

Resources:

ACCESS lab, NovaNET Credit Recovery lab, Remediation materials, and WAVE tutoring. High Hopes Funds will be used to pay for before and after school teacher tutors, as well as new updated technology programs to enhance student learning.

§3.2 Enhance Mathematical Skills

Description:

Target non-mastered AHSGE mathematics objectives.

Action Steps:

AS3.2.1 Incorporate Math Across the Curriculum

Description:

1. Daily lesson plans include bell ringers pertaining to targeted mathematical objectives across curriculum. 2. Align the currently taught curriculum and

instructional resources to the Common Core Standards by developing and implementing curriculum maps for mathematics courses.

Benchmarks:

Each LHS student will participate in BASI student level testing in the fall to determine individual student areas of concerns and in the spring to monitor improvement in targeted areas. A school tracking log will identify students who have not successfully completed portions of the AHSGE to be targeted for remediation to be re-evaluated after each testing cycle. Student progress will be reviewed at monthly departmental and faculty meetings.

Interventions:

LHS will monitor student success through student progress reports, the WAVE tutoring program, and Rtl student evaluations and accommodations. The ACCESS and NovaNET Credit recovery labs will be available for students to work on desired objectives.

Resources:

ACCESS lab, NovaNET Credit Recovery lab, Remediation materials, and WAVE tutoring. High Hopes Funds will be used to pay for before and after school teacher tutors, as well as new updated technology programs to enhance student learning.

G4. Improvement of History Knowledge

Description:

Social Studies knowledge of 11th grade students will improve by 10% on AHSGE.

Data Results on which goal is based:

AHSGE social studies scores show that only 31% of LHS students who were tested met state standards.

Target Grade Level(s): 11th grade

Target Content Area(s): Other - Social Studies

ARMT: Social Studies

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

Black, male

Courses of Study:

All COS Standards with special emphasis on the following AHSGE Standards: III-2 Era of Expansion III-3 American Social Reform & Culture V-2 Industrialization and Urbanization VI-2 Effects of World War I

Strategies:

S4.1 Remediation for non-mastered history object

Description:

Target students for AHSGE Social Studies Remediation.

Action Steps:

AS4.1.1 Targeting students with specific academic needs

Description:

1. Prepare a school tracking log upon review of AHSGE individual reports and BASI results. 2. Rtl remediation and tutoring sessions offered before/after school. 3. WAVE tutoring with CORE teachers and Peer Helpers 4. ACCESS Lab and Credit Recovery programs available 5. Students who do not pass the AHSGE are required to take a remediation class during the school day. 6. Continue formal and informal assessment of student progress through the AHSGE, BASI, and student work produced during remediation sessions.

Benchmarks:

Each LHS student will participate in BASI student level testing in the fall to determine individual student areas of concerns and in the spring to monitor improvement in targeted areas. A school tracking log will identify students who have not successfully completed portions of the AHSGE to be targeted for remediation to be re-evaluated after each testing cycle. Student progress will be reviewed at monthly departmental and faculty meetings.

Interventions:

LHS will monitor student success through student progress reports, the WAVE tutoring program, and Rtl student evaluations and accommodations. The ACCESS and NovaNET Credit recovery labs will be available for students to work on desired objectives.

Resources:

ACCESS lab, NovaNET Credit Recovery lab, Remediation materials, and WAVE tutoring. High Hopes Funds will be used to pay for before and after school teacher tutors, as well as new updated technology programs to enhance student learning.

§4.2 Incorporate History Across the Curriculum**Description:**

Target non-mastered AHSGE Social Studies objectives.

Action Steps:**AS4.2.1 Enhance History Knowledge****Description:**

1. Daily lesson plans include bell ringers pertaining to targeted Social Studies objectives across curriculum. 2. Align the currently taught curriculum and instructional resources to the current course of study and AHSGE objectives.

Benchmarks:

Each LHS student will participate in BASI student level testing in the fall to determine individual student areas of concerns and in the spring to monitor improvement in targeted areas. A school tracking log will identify students who have not successfully completed portions of the AHSGE to be targeted for remediation to be re-evaluated after each testing cycle. Student progress will be reviewed at monthly departmental and faculty meetings.

Interventions:

LHS will monitor student success through student progress reports, the WAVE tutoring program, and Rtl student evaluations and accommodations. The ACCESS and NovaNET Credit recovery labs will be available for students to work on desired objectives.

Resources:

ACCESS lab, NovaNET Credit Recovery lab, Remediation materials, and WAVE tutoring. High Hopes Funds will be used to pay for before and after school teacher tutors, as well as new updated technology programs to enhance student learning.

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Increase English Proficiency Levels

Description:

44% or more ELL students in grades 9-12 will perform at English proficiency level 2 or higher in the language domains for writing and reading to increase composite scores so AMAO-A targets are met.

Data Results on which goal is based:

Data source consist of WIDA, W-APT, AHSGE, and BASI.

Target Grade Level(s): All ELL students

Target ELP Language Domain(s): Reading, Writing, Listening, Speaking, Comprehension

WIDA Standards: Listening, Speaking, Reading, and Writing

Strategies:

S1.1 Passage Recognition

Description:

Teach informational passage recognition.

Action Steps:

AS1.1.1 AVID Strategies

Description:

Initiate AVID strategies in the classroom.

Benchmarks:

BASI, W-APT, WIDA, and AHSGE results.

Interventions:

EL Pullout, one on one tutoring, share data at grade level and departmental meetings, share test scores and methods of improvement with EL students, and use of "Catch Up" math program.

Resources:

Student tutors, EL teacher, "Rosetta Stone" software, EL curriculum, library resources.

S1.2 Literary Elements

Description:

Small group work on analyzing passages for literary elements.

Action Steps:

AS1.2.1 Small Groups

Description:

Teacher initiated small groups sessions.

Benchmarks:

BASI, W-APT, WIDA, and AHSGE results.

Interventions:

EL Pullout, one on one tutoring, share data at grade level and departmental meetings, share test scores and methods of improvement with EL students, and use of "Catch Up" math program.

Resources:

Student tutors, EL teacher, "Rosetta Stone" software, EL curriculum, and library resources.

§1.3 Analyze Reading Objectives**Description:**

Analyze reading objectives lacking in proficiency.

Action Steps:**AS1.3.1 Target Students****Description:**

Gather test data and analyze. Enroll at risk students in test taking skills course. Identify and place.

Benchmarks:

BASI, W-APT, WIDA, and AHSGE results.

Interventions:

EL Pullout, one on one tutoring, share data at grade level and departmental meetings, share test scores and methods of improvement with EL students, and use of "Catch Up" math program.

Resources:

Student tutors, EL teacher, "Rosetta Stone" software, EL curriculum, and library resources.

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

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

§1. Student disruptive behaviors

Description:

The data indicates an increase in the frequency of disruptive student behaviors primarily in the classrooms of less experienced teachers.

Strategies:**S1.1 Professional Development****Description:**

provide classroom management workshops for teachers. Administrators to be more visible in those teachers' classrooms. Mentors to facilitate enhanced classroom management training. Embedded professional development through observation in more experienced teachers classrooms.

Action Steps:**AS1.1.1 Classroom Management Training****Description:**

Five one hour classes on differentiated instruction though by administration.

Benchmarks:

Assessments will be given during training. Classroom observation by administration. Discipline data gathered monthly.

Interventions:

Intensive classroom management intervention by administrators and mentor teachers.

Resources:

Faculty, support staff, and administration must all be available to observe and direct student transition. New teachers will be provided professional development. Classroom coverage for release time to observe other teachers.

Part V - Additional Components, That When Addressed, Positively Impact Student Achievement

Teacher Mentoring:

Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?

Each new teacher to LHS is assigned a mentor for the school year. The mentors meet frequently with new teachers to assist and assess teacher performance. New teachers are given extra assistance in policies and procedures, lesson plans, student instruction, classroom management, and day to day operations of the school.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education.

Central office personnel oversees the distribution of funds to each of these programs. The teachers / personnel involved effectiveness in each area.

Transition:

Describe transition strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten.

Student and parent orientation are designed to assist students' transition from middle school to high school. There is also a transition team made up of students in FCCLA. These students go to the middle school prior to the counselor visits and registration. Approximately six sessions are spent introducing middle school students to high school.

Highly Qualified Teachers:

Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

Administrators at LHS, along with central office personnel, frequently attend educational jobs fairs to recruit highly qualified educators. Administrators provide mentorship development to retain highly qualified teachers.

Assessments and Teacher Involvement:

Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

Teachers meet regularly by departments and in faculty meetings to discuss the instructional programs. Results of RtI testing will be reviewed and shared to determined individual needs / concerns of students.

Special Populations:

Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.

The ELL students are assisted by an ELL teacher and additional tutoring if necessary. Special education students receive support / instruction from special ed teachers through inclusion or individually. Before and after school tutoring is available also. Once students are identified as homeless, a meeting is held with the counselor. School supplies and / or hygiene items are made available. Tutoring is provided.

Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):

Describe procedures used 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.

Students in these particular situations are looked at case by case. Students and families are provided local assistance when needed and at other times outside resources are utilized.

Extended Learning Opportunities:

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

LHS provides additional learning opportunities through tutoring before and after school, credit recovery, and WAVE.

Part VI – School Parental Involvement Plan

Parental Involvement:

Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school’s curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.

The school will endeavor to communicate information through: school website, INOW: Parent Portal, telephone messenger, facebook, Twitter, and emails. By using facebook, Twitter, and emails, this will allow the parent/guardian to use the language of their choice to receive information.

The school will endeavor to have curriculum listed and defined on school website, in school office and library, and Leeds Public Library for review.

Clearly defined student expectations are defined in the Student Code of Conduct. Through the “WAVE” tutoring program, faculty mentors will be available to guide each student individually and collectively through their high school years and preparations for ACT, college applications and scholarship opportunities.

The school will provide 2 opportunities for parents to meet with teachers during each nine weeks (mid term and following report cards). In addition, the school encourages teachers and parents to contact each other on an “as needed” basis.

The school offers students many opportunities to assist in improving student progress through: before, during, and after-school tutoring. Volunteers are from the community are also encouraged to work with "at risk" students to assist students in achieving goals.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.

The school shares responsibility of improving student academic achievement for students by giving grades to student. Parents and students can review academic achievement on a daily basis through Inow. Also Handbook outlines on page 49 the responsibilities of all.

Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.

Parents can communicate their dissatisfaction in a number of ways: By sending email to Principal, Assistant Principal, School Counselor, and/or Superintendent; letters can be turned into the school office and/or mailed to the school. In addition, the principal makes his cell number available to all parents and welcomes any calls and will follow up with a personal one-on-one appointment as needed.

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.

The school will endeavor to build on the communication between: teachers, parents, students, administrators, counselor, and the school system as a whole.

Have morning/afternoon announcements available on facebook, Twitter, the school website, and telephone messenger at least weekly.

Have counseling session with parents and students to set individual goals.

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

The school endeavors to make translators available for participation of parents with limited English proficiency, parents with disabilities and parents of migratory students. The school will endeavor to not have individual students as a means to communicate with their parents.

Parents can request reports be made available in the necessary format and the school will endeavor to meet these requests.

School enrollment forms are already made available for parents of limited English proficiency.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes
- No

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

Learning Activities:

AHSGE Objectives

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Instructional strategies in teaching AHSGE objectives.

What types of professional learning will be offered?

AHGSE Workshops

When will the session be delivered?

Monthly professional development

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Students will be better prepared to complete the AHSGE successfully.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

AHSGE individualized student reports targeting successfully students and non-mastery skills of unsuccessful students.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Funding from local school sources utilizing school based and central office staff.

Reading and Writing Across the Curriculum

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Reading and writing across the curriculum to strengthen reading comprehension.

What types of professional learning will be offered?

Staff development by in-house teachers

When will the session be delivered?

Quarterly instructional faculty meetings

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Improved student scores on the AHSGE as well as the ACT/SAT.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

AHSGE individualized student reports targeting successfully students and non-mastery skills of unsuccessful students.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Funding from local school sources utilizing school based and central office staff.

Achieving Student Potential**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Students identified with academic potential were not achieving levels of apparent abilities.

What types of professional learning will be offered?

AVID Workshops / AVID in-house training by AVID team leaders.

When will the session be delivered?

Summer AVID Conference for selected teachers each June with summer professional development by AVID trained staff.

What are the expected outcomes of professional learning?**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

High student performance in the classroom.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Individual student progress reports.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Funding from local school sources utilizing school based and central office staff.

Addressing ELL Student Needs**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Addressing the needs of ELL students is challenging to classroom teachers.

What types of professional learning will be offered?

Faculty training / advisement by ELL Specialist

When will the session be delivered?

On going through out school year

What are the expected outcomes of professional learning?**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Better understanding of ELL student needs.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Higher performance levels in the classroom of students.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Funding from local school sources utilizing school based and central office staff.

Positive Culture

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Promoting a positive culture of learning and mentoring for students.

What types of professional learning will be offered?

WAVE training by in-house faculty.

When will the session be delivered?

Weekly training strategies provided by WAVE team for upcoming WAVE activities.

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Positive student participation in both in school and out of school activities.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Increase in membership and student participation in both in school and out of school activities.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Funding from local school sources utilizing school based and central office staff.

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	21.47	22	1,573,000.00
Administrator Units	1	1	107,000.00
Assistant Principal	.5	1	78,000.00
Counselor	1	1	90,756.00
Librarian	1.25	1	65,700.00
Career and Technical Education Administrator	0	0	0.00
Career and Technical Education Counselor	0	0	0.00
Technology			0.00
Professional Development			6,000.00
State ELL Funds			0.00
Instructional Supplies			3,399.00
Library Enhancement			0.00
		Total of All Salaries:	\$1,923,855.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0.00

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0.00

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

These funds are generally used for the purpose of AVID training for the staff at LHS.

Total : 6,000.00

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0.00

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0.00

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0.00

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

Provide a brief explanation and a breakdown of expenses.

Central office administration meets with the career tech department members to discuss program needs annually. Funds to divided among the department based on equipment needs, maintenance needs, technology updates. The division of funds is determined and agreed upon by central office administration and the career technical department members.

Total : 21,907.00

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total :