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 school leadership team met in April 2012 to review the CIP from 2011-2012. This review resulted in the determination that our plan was still current and targeted areas were showing some improvement with no new areas needing attention. The decision was made to continue with the sufficient existing plan. In August 2012 the CIP team reviewed the new data and discussed the objectives to be covered for the 2012-2013 CIP. Representatives of staff, parents, faculty, community stakeholders and students conducted a work session on Sept. 25th and Sept. 28th to review the data, determine strengths and weaknesses, and arrive at goals and strategies for upcoming CIP. At our Title I parent involvement meetings (end 2011-2012 and beginning 2012-2013 school years) parents were involved in helping target areas to improve our current instruction.

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)

Eric Cornelius Principal

Brent Palmer Assistant Principal
Anita Olbon Assistant Principal

Bridgette Newton Guidance Counselor (7-12)
Dorinda Edwards Guidance Counselor (Pre-K - 5)

Karen Brown Guidance Counselor Reading Teacher (6-8)

Telaina Ellick
Melanie Collier
Patricia Clemmons
Amanda Glascock
DeeDee Nash
Regina Smith
Stacey Mason
Title I Teacher
Reading Coach
EL Teacher
EL Aide
Parent
Parent

Lanisha May Special Education Teacher
Lauren Shelton Special Education Teacher

Jessica Ritter 6th Grade Teacher

Mark Newton Special Education Teacher

Karen Grisham Math Teacher
Cherie Webster English Teacher

Krista Patterson
Rhonda Howard
Richard Herston
Robert Lancaster
Spencer Swanson
Kaitlyn Hendrix

Math Teacher
Community Stakeholder
Community Stakeholder
Student
Student

Math Teacher
Community Stakeholder
Student

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

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

6 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 instructional leadership team met to analyze and discuss our school's data and identified the strengths and weaknesses by grade levels to assess our schools needs for improvement. Departmental meetings were held to discuss the effective instructional strategies with which to implement in the classroom to increase focused parts of our state mandated tests.

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.

Our system's goal is to hire teachers that are Highly Qualified status. 100% of the teachers at LCHS are HQ.

Number ar	nd percentage	of teachers	Non-HQT
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0/0%	

Number and percentage of Classes Taught by Non-HQT:

0/0%		
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Alabama High School Graduation Exam (AHSGE):

Strengths:

- 93% of all students passed the Biology portion of the AHSGE by the beginning of their senior year
- 86% of current seniors not seeking an AOD have earned at least a credit-based diploma prior to 2012-2013 testing of AHSGE.

Weaknesses:

- 12% of current seniors have not passed the math section
- 15% of current seniors have not passed the reading section

Alabama Reading and Mathematics Test (ARMT):

Strengths:

- Met and exceeded AMO in reading for grade levels 4-8
- Met and exceeded AMO in math for grades 5th, 7th and 8th

Page 3 of 22

Special Education students in grade 4 met AMO in math

Weaknesses:

- Special Education students in all grades did not meet AMO in reading
- Special Education students in grades 3,5,6,7,& 8 did not meet AMO in math

Alabama Science Assessment:

Strengths:

- 5th grade 86% of students scored proficient
- 7th grade 85% of students scoreed proficient

Weaknesses:

- 5th grade-25% of Special Ed population did not score proficient
- 7th grade-58% of Special Ed population did not score proficient

Stanford 10:

Strengths:

N/A

Weaknesses:

N/A

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

- K-phoneme segmentation 99% established
- 1st-phoneme segmentation 98% established
- 2nd-Oral reading fluency 80% established
- This is according to 2011-2012 end of the year data.

Weaknesses:

- 3rd Oral reading fluency 30% some risk and 14% at risk
- K-letter naming fluency 20% some risk and 7% at risk

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:

Six out of six students tested scored above 3 on a composite score

Weaknesses:

Out of the areas tested the 4 students consistently scored lowest in writing

EducateAL or other Professional Evaluation Profile Information:

Strengths:

Strengths: Standard 2-c Assessment of Learning

Weaknesses:

Standard 3-b1 Instructional strategies appropriate to learning areas to improve learning skills in fluency/vocabulary/comprehension

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

Strengths:

- 100% of AAA students in 5th grade, met standards in math & reading
- Existing technology available to students: 3 computer labs school wide and numerous computers available in library media center
- Many classrooms have Elmos, Interwrite Pads, working computers and to assist with instruction smart boards with classroom set up laptops.

Weaknesses:

- 25% of AAA students did not meet standards in reading
- Only have one set of laptops (3 teachers sharing)
- Many computers are out-of-date and need replacing.

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

Strengths:

Scott Foresman end of the year data for 2011-2012

- Grade 1-87% mastery in Drawing Conclusions
- Grade 2-91% mastery in Character
- Grade 3-84% mastery in Drawing Conclusions
- Grade 4-95% mastery in Graphic Source
- Grade 5-76% mastery in Sequencing
- Grade 6-79% mastery in Character

EXPLORE 2011-2012

- Students scored within 0.6 of a point in all areas meeting the national average.

English - 14.3/14.7; Math - 15.1/15.5; Reading - 14.3/14.6;

Science - 16.0/16.6; Composite - 15.0/15.5

ACT

- 54 of the 56 students tested meet college readiness benchmark in English

Alabama Commission on Higher Education

- 60% of students graduating 2012, attended college in Alabama.

6.7% of our students were monitered on PST (Pupil Support Team)

86 of our elementary students are served by Title 1 teachers for supplemental instruction.

Weaknesses:

Scott Foresman end of the year data for 2011-2012

- Grade 1- 74% did not master Compare and Contrast
- Grade 2- 71% did not master Fact and Opinion
- Grade 3- 66% did not master Generalization
- Grade 4- 79% did not master Sequencing
- Grade 5- 55% did not master Author's Purpose
- Grade 6- 55% did not master Cause and Effect

EXPLORE 2010-2011

 Males scored lower than females in all areas but Science English - 14.1/15.7; Math - 15.6/16.1; Reading - 14.9/16.0 Science - 16.9/16.8; Composite - 15.6/16.3

ACT

- Of students tested, we have a lower percentage of students ready for college Math(29%);Reading(38%);Science(11%).

Alabama Commission on Higher Education

- 29% of students attending college in Alabama, required some form of remedial course work in English and/or Math.

Career and Technical Education Program Data Reports:

Strengths:

Due to changes in scheduling, more students are able to participate. Currently 46 students attend ATCTC. On campus Career Tech serves many students. In the Agriscience department 213 students will participate; in the Business department 239 students will participate.

Weaknesses:

Due to diploma requirements, the business department is unable to offer as many electives. Of the 239 students only 14 are participating in a class not required for graduation.

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).

Strenaths:

All grade levels were below 10% in office referrals.

Weaknesses:

35% of student population were involved in an office referral

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

Strengths:

Graduation rate is 89% using (IM)

Weaknesses:

Our graduation rate continues to hover at AYP level.

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

Strengths:

The majority of the faculty are experienced, tenured teachers. Currently we have 2 teachers who are not tenured.

Weaknesses:

Due to teacher transfers, not all faculty are familiar with our schools policies and procedures.

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:

Local attendance warning letter in elementary had continually helped decrease unexcused absences and tardies. This has contributed to no truancy reports and no parents summoned for truancy court; Life Academy in place

Weaknesses:

In grades K-12, 173 students with 20 or more absences were involved in 5,353.50 absences and 882 tardies.

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

Strengths:

Title I programs and meetings help keep parents informed of resources available for parent involvement in their children's literacy education.

Weaknesses:

Many students do not have access to internet at home.

School Perception Information related to student PRIDE data.

Strengths:

N/A

Weaknesses:

N/A

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:

Classroom teachers adhere to our EL Handbook for Mainstream Teachers which provides ideas to help EL students adjust to the classroom environment, accommodations that can be made, and strategies and activities for both content area instruction and successful transition. We have Rosetta Stone computer software available for use. Core series has an EL component.

Weaknesses:

EL students only use English in the school setting. Home environment is in their native language.

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:

Full time certified masters level EL aide to assist in meeting curricular needs daily, as well as, a district EL facilitator that works with students each week.

Weaknesses:

Professional development for EL aide is not efficient.

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

Strengths:

Math is aligned to common core standards. Subject/grade level meetings held at regular intervals. Full time intervention teacher utilized in grades 3-8 to work with test prep.

Weaknesses:

High school department/data meetings are needed more frequently to determine needs of students.

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):

©1. Increase math scores

Description:

Increase number of students scoring proficient in math for grades 3-8 on Spring 2013 ARMT to: -3rd grade - 84% to 89% -4th grade - 82% to 83% -5th grade - 95.6% to 96% -6th grade - 76% to 77% -7th grade - 92% to 93% -8th grade - 95% to 96%

Data Results on which goal is based:

Special Education Results During the 2011-2012 school year 71% of 3rd graders, 88% of 4th graders, 75% of 5th graders, 72% of 6th graders, 57% of 7th graders, and 75% of 8th graders scored proficient as measured by 2011 ARMT. All Students Data/Percent of Students scoring Proficient 3rd grade 73%; 4th grade 82%; 5th grade 95%; 6th grade 76%; 7th grade 92%; 8th grade 95%

Target Grade Level(s): Grades 3-8
Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

Special Education Students

Courses of Study:

-3rd- Use coins to make change and complete numeric and geometric patterns -4th- Multiply and divide whole numbers; Add and subtract 4 digit numbers with and without regrouping -5th- Analyze data from a survey or experiment; Write a number sentence for a problem expressed in words -6th- Solve problems involving

decimals, percents, fractions and proportions; Determine the distance between two points on a scale drawing or a map using proportional reasoning. -7th-Determine the probability of a compound event. -8th- Graph linear relations by plotting points or by using the slope and y-intercept.

Strategies:

S1.1 Explicit Instruction

Description:

STRATEGY: All math teachers' grades 3-8 will provide intensive explicit instruction on math standards provided by classroom and the special education teacher by incorporating a variety of teaching strategies in math classes on a weekly basis.

Action Steps:

№1.1.1 DI Steps

Description:

• Use collaborative/cooperative teaching/learning strategies in math classroom • Small group or one-on-one instruction • Scaffolding of instruction • Incorporating AMSTI strategies on a weekly basis - Tier 3 Classes - Classworks

Benchmarks:

Teacher made and textbook assessments
 Report cards
 Progress reports
 Lesson plans
 Walkthroughs

▲ 1.1.2 Classworks Program

Description:

Individualized instruction through Classworks which will include administering a screener, identifying students' strengths and weaknesses through custom assessments, and developer an intervention learning path for students.

Benchmarks:

Using the progress monitoring component of Classworks, students will be monitored on a regular basis.

№1.1.3 Supplemental Education Services

Description:

Individual Tutoring

Benchmarks:

Grades and test scores

▲ 1.1.4 Paraprofessionals

Description:

Paraprofessionals will target student needs and improve test scores. They will also conduct individual and small group sessions.

Benchmarks:

Grades and test scores

Interventions:

• The classroom teachers will collaborate to construct, implement, and follow up specific strategies and instruction for struggling students. • Special

populations will receive instruction from their relative teachers (ie: ELL, Special Education, etc.) relating to specific math needs • Re-teach, re-evaluate strategies according to student data in Tier 2 activities. An emphasis on utilizing all available personnel for extra instruction for struggling students both in regular Ed and in the Special Needs area. - Intervention Teacher

Resources:

- -ARMT notebooks -Computers -Success Net website -A+ -Destination Math -Mimio -Classroom Microphone -Interwrite Pad -Elmo -3-8 Intervention Teacher
- -E-book -Video Tutors Online

©2. Increase Reading Scores

Description:

Increase students scoring proficient in reading for grades 3-8 on 2013 ARMT to 3rd (88-89);4th(86-87); 5th(88-89); 6th(89-90); 7th (93-95); 8th (89-92).

Data Results on which goal is based:

Special Education Results During the 11-12 school year, 36% of 3rd graders; 81% of 4th graders; 58% of 5th graders; 61% of 6th graders; 50% of 7th graders and 75% of 8th graders scored proficient as measured by the 2011 ARMT. All Students Data/Percentage of students scoring proficient 3rd grade 80%; 4th grade 90%; 5th grade 92%; 6th grade 91%; 7th grade 93%; 8th grade 89%

Target Grade Level(s): Grades 3-8
Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

Special Education Students

Courses of Study:

3rd – Apply advanced phonetic analysis to multi-syllable words. Use strategies to comprehend literacy/recreational materials 4th – Use strategies to comprehend functional and textual/informational materials 5th - Use strategies to comprehend functional and textual/informational materials and recognize literary elements and devices from various text formats 6th - Apply strategies to comprehend textual/informational 7th – Apply strategies to relate literary elements and devices to each other and to recognize the use of test elements from various text formats. 8th- Distinguish among sub categories of poetry based on their characteristics and evaluate the impact of setting, mood, and/or characterization or theme.

Strategies:

S2.1 Tier Instruction

Description:

Teachers in grades 3-8 will implement researched based reading strategies and implement tiers of instruction

Action Steps:

№2.1.1 DI Step

Description:

• Small groups • Teachers will implement Tiers of instruction on a weekly basis: Tier I- Whole Group instruction: Tier II- Small group instruction, extra 30 min. of reteaching of skills; and Tier III-Intervention Title I • Various graphic organizers (i.e. Venn Diagrams, KWL Charts, T Charts) • Differentiated

Instruction-3 to 5 days a week • QAR - 3 to 5 days a week - DIP - Failure Free - Intervention Teacher - Classworks

Benchmarks:

Assessment data from Scott Foresman reading series
 STAR
 Lesson Plans
 Walk-Thru checklist
 Data Meeting Minutes
 Report Cards
 Progress Reports
 DIBELS
 3rd grade

AS 2.1.2 Classworks Program

Description:

Individualized instruction through Classworks which will include administering a screener, identifying students strengths and weaknesses through custom assessments, and developer an intervention learning path for students.

Benchmarks:

Using the progress monitoring component of Classworks, students will be monitored on a regular basis.

№2.1.3 Supplemental Education Services

Description:

Individual Tutoring

Benchmarks:

Grades and test scores

AS2.1.4 Paraprofessionals

Description:

Paraprofessionals will target students needs and improve test scores. They will also conduct individual and small group sessions.

Benchmarks:

Grades and test scores

Interventions:

• Re-evaluate strategies according to student data • Reading coach will provide professional developement to teachers through the coaching cycle consisting of specific strategies for teachers and students advised from the local BOE Reading Specialist-Reading Specialist will work with 2 of struggling readers in K-3 daily • Provide specific study skills for struggling readers • Teachers will conduct small group instruction for Special Education students based on Tier 3 model of reading instruction - Small group instruction by Intervention teacher

Resources:

-LCD Projector -Waltke's Website -Pearson Success Net-Web -Plato Lab -ARI Strategies -Computers -Failure Free for Special Education Students -A+ Reading -Mimios -Classroom microphone surround sound -DIP

G3. Improve AHSGE Math Scores

Description:

Increase the percent of students scoring proficient on AHSGE in spring of their 11th grade from 91% to 95% for the 2012-2013 school year.

Data Results on which goal is based:

The current 12th graders scored 91% proficient in math on AHSGE, during the spring of their 11th grade year, which met the AMO for 2011-2012. The AMO for 2012-2013 is 95%.

Target Grade Level(s): 11th Grade Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

Special Education

Courses of Study:

Add and subtract polynomials (I-2); Solve multi step inequalities (II-4)

Strategies:

§ 3.1 Strategic Teaching

Description:

Plan and implement strategic teaching in all Math classes. Encourage participation by all students in Math classes

Action Steps:

AS 3.1.1 DI Steps

Description:

A) Standards based instruction B) All teachers implementing instruction on focus areas of math: (1) Range of functions (2) Graph: Linear Equations; Common Relations (3) Add and subtract polynomials (4)Solve problems using algebraic concepts C) All teachers utilizing small group instruction weekly. D) Hands-on/manipulative use in classroom on a weekly basis E) Teachers use A+ software during whole class instruction of selected courses at least twice monthly

Benchmarks:

-Lesson plan review indicates 100% evidence for standards based instruction -Walkthrough -Progress Reports -Assessment Data

☎3.1.2 Supplemental Education Services

Description:

Individual Tutoring

Benchmarks:

Grades and test scores

Interventions:

Extra assistance will be provided to students through remediation opportunities and through TIER 3 instruction from a highly qualified math teacher 2-3 days per week

Resources:

1) Professional development on strategic teaching 2) Remediation Subs 3) Moodle Access/Computers 4) A Plus software 5) Destination Math software for TIER 3

G4. Improve AHSGE Scores in Reading

Description:

Increase the percent of students scoring proficient on AHSGE in 11th grade from 89% to 97% for the 2012-2013 school year.

Data Results on which goal is based:

-The AMO for 11/12 school year is 97%. -Current 12th grade class scored 89% proficient in reading on AHSGE, which does not meet the AMO.

Target Grade Level(s): 11th Grade Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

Special Education

Courses of Study:

Recognize summary statements (II - 5); Understand Figurative Language (III-3)

Strategies:

§4.1 Implement Strategic Teaching

Description:

Plan and implement strategic teaching in all English classes. Encourage participation by all students in English classes

Action Steps:

AS4.1.1 DI Instruction

Description:

A) Standards based instruction B) All teachers implementing instruction on focus areas of reading: (1) Recognize summary statements (II-5) (2)Identify main idea (II-1) (3) Recognize logic and arguments(III-1) C) All teachers will utilize small group instruction weekly. A) Tier 2 instruction daily B) Tutoring with peer mentors weekly in high school

Benchmarks:

-Lesson plan review indicate 100% evidence on standards based instruction -Progress Reports -Assessment Data

AS4.1.2 Supplemental Education Services

Description:

Individual Tutoring

Benchmarks:

Grades and test scores

Interventions:

Extra assistance will be provided to students through remediation opportunities and Tier 3 instruction daily

Resources:

1. Remediation subs 2. Moodle access/Computers 3. A+ software 4. Reading Horizons

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):

1. Increase EL students ACCESS scores

Description:

To maintain and increase the number of EL students scoring at least level 3 on the reading portion of the 2012 administration of the ACCESS test.

Data Results on which goal is based:

ACCESS Scores reflect that reading is the weakness for our EL students grades K,2,3,4

Target Grade Level(s): K,2,3,4

Target ELP Language Domain(s): Reading, Writing

WIDA Standards: -WIDA Standards in the Language Domain: Level K Reading - WIDA Standards in the Language Domain: Level 3 Reading - Grade Cluster 1-2 - WIDA Standards in the Language Domain: Level 4 Reading - Grade Cluster 3-4 - WIDA Standards in the Language Domain: Level 4 Reading - Grade Cluster 3-5 - WIDA Standards in the Language Domain: Level 1 Writing - Grade Cluster 1-2 - WIDA Standards in the Language Domain: Level 1 Writing - Grade Cluster 3-5 - WIDA Standards in the Language Domain: Level 1 Writing - Grade Cluster 3-5

Strategies:

S1.1 WIDA Model of objectives that focus on reading

Description:

Utilize WIDA Model Performance Indicators as guidelines for developing objectives that focus on reading and writing.

Action Steps:

AS1.1.1 Collaborate

Description:

EL Aide will collaborate with classroom teachers to align objectives and strategies to address reading and writing skills.

Benchmarks:

-The EL facilitator and aide will provide instruction specific to the needs of the student -The classroom teacher will provide small group, Tier 2 or individual instruction targeting areas of need for the student. This is monitored through Tier 2 notebook and documentation as well as lesson plans and scheduling. -The classroom teacher, EL facilitator and aide will communicate with parents through conferences and communication written in home language.

Interventions:

-The EL teacher and aide will provide instruction specific to the needs of the student -The classroom teacher will provide small group or individual instruction targeting areas of need for the student -The classroom teacher and ELL teacher and aide will confer with parents

Resources:

-Rosetta Stone Program -Scott Foresman -Starfall Program -Computers -DIP

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.

G1. Students feeling afraid at school

Description:

Students feel less safe in the restrooms and during transition time as per 40% of students surveyed fell in the "never, seldom and sometimes" categories.

Strategies:

S1.1 Educate Students

Description:

Administration and teachers will educate students reguarding rules and policies of restroom behavior as designed by the PBIS team.

Action Steps:

[™] 1.1.1 TAG/Whole Group Guidance

Description:

Continue teacher/student mentoring program during TAG and counselor whole group guidance. PBIS program will be implemented at K-12 level with rules and policies posted in stategic places on campus.

Benchmarks:

To reduce the number of students that feel afraid during transition time 40% to 30% as indicated by student interview and discipline reports.

Interventions:

Faculty and staff will be more visible during instructional activities and during transition. Teachers are assigned at crucial points on our campus to monitor student activity.

Resources:

• Too Good for Violence • TAG-Tiger Advisory Groups - NetSmart - Wumblers Bullying Program - Guest speakers on safety

§1.2 School Climate

Description:

Foster a climate in which all students feel safe.

Action Steps:

AS1.2.1 Implement PBIS

Description:

Implement PBIS (Positive Behavior Intervention Support)

Benchmarks:

To reduce the number of students that feel afraid in the restrooms and during transition times from 40% to 30%; School-wide discipline plan (PBIS) will be implemented including rules and consequences. Office referrals will decrease by 50%.

Interventions:

Faculty and staff will be more visible during instructional activities and during transition, especially during restroom breaks and transition.

Resources:

• TAG-Tiger Advisory Groups - Too Good for Violence • PBIS Program schoolwide • Schedule of supervision times for faculty - Administration and teacher reinforcement of restroom rules, classroom rules and transition times.

©2. 7-12 Attendance

Description:

Attendance records for grades K-12 indicate 173 students had 20 or more absences. These students were involved in 5353.50 absences and 882 tardies.

Strategies:

S2.1 Local Warning System

Description:

Administration has developed a call/contact system for grades 7-12. On the 4th tardy, teachers are to contact parent. Administration will follow-up with parent conference and/or discipline. Administration will make calls/parent contact for re-occuring absences. K-6 administration sends local early warning letter at 4 unexcused absences; at 6 unexcused absences the child is referred to Truancy Officer (Early Warning). Teachers and administration make phone contact with parent to deter truancy action.

Action Steps:

82.1.1 Contact Parents

Description:

• Administrators will review tardy/absentee list daily • Conduct phone calls or issue letters for truant students

Benchmarks:

Reduce the number of truant students by 10% to 15%. This will be monitored through INOW data.

Interventions:

Adjust local plan if improvement not attained

Resources:

Letter developed • Personnel for phone contacts

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

Teacher Mentoring:

Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)

The Lauderdale County School System has in place a teacher mentoring program. New teachers are paired with veteran teachers based on grade level or subject(s) currently being taught. Mentors meet with the mentors on a regularly scheduled basis to discuss areas of need or concern. Meetings are documented along with items or topics of discussion and kept on file locally.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

Salaries and Benefits – 163,058.41 Instructional Materials/Supplies – 10,084.00 Parental Involvement – 2491.71

Transition:

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

A pre-registration for Kindergarten students takes place in March each year. Parents and their perspective K students are invited to attend. Information gained in this event include, but not limited to: school activities, breakfast and lunch programs, parental contact information, demographic data. Parents are given resources to help students over the summer to prepare for the Kindergarten year.

Kindergarten students come to school in thirds the first three days of school.

K-6 students and their parents are invited to an open house to meet their child s teacher and gain an understanding of the transition to the new grade. Classroom rules, grading policies and grade level expectations are discussed.

5th and 6th grade students are introduced to departmentalization which helps transition to Jr. High and high school. Students learn to work with more than one subject area teacher, use of lockers and management of time during class changes.

7th grade has a parent orientation meeting before school starts. Students and their parents are able to orient themselves to the high school campus and buildings, meet their teachers and get a greater understanding of the expectations and offerings of high school.

-8th grade Parent Night is held during the spring before their 9th grade year. Topics discussed are diploma types, AHSGE/EOC testing, scholarship information, Four year plans, registration for ninth grade courses and Career Tech opportunities.

Incoming 9th graders and their parents are invited to freshman night where they are informed by the high school guidance counselor of diploma choices and courses offered. At this time students register for the next school year, and parents are given contact information so that any other question that may arise can be answered.

In grades 10 and 11 the high school guidance counselor makes classroom visits periodically throughout the year to monitor students schedule choices and at the end of the year to help students with the upcoming year s schedules and subject choices to ensure diploma progress.

Seniors and their parents meet at the beginning of the school year to discuss activities and expenses that will be incurred during the senior year. A calendar of events and special activities in which parents and other stakeholders may attend is given out and explained. Senior sponsors, administration, counselors, and other pertinent leaders are available for guestions and contact information is given out.

For students in any grade that enrolls in Lauderdale County High School from other schools throughout the year are registered by guidance counselors and oriented to the school and into their classrooms. Their progress is monitored and previous school records are obtained, reviewed, and established into our school records.

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.

100% of LCHS teachers are HQ. The Lauderdale County Board of Education is committed to employing HQ teachers. Job vacancies are posted on the board website to attract quality candidates for hiring. A rigorous interview protocol is in place to assure top candidates are hired. Our school is used by the local colleges and universities as a student intern site which also helps foster and train Lauderdale County candidates. On going professional development is offered throughout the year to allow opportunities for teacher certificates to be updated on a regular basis.

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.

Elementary grades meet each week in grade level meetings to collaborate best practices in teaching strategies, plan program implementation, share information about curriculum enhancement and discuss assessments. Department meetings are conducted in the high school subject areas to collaborate effective instructional strategies and discuss ways to meet the school's mastery goals.

Special Populations:

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

All students at LCHS, including those identified as migrant, limited English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs offered in our school system, including free/reduced lunch, Title I services, Special Education and 504 services, At Risk, and counseling services. Outside resources that are available also include Riverbend, Safeplace and the Department of Human Resources. Local churches provide clothing, food, and school supplies to needy families through our Little Red Schoolhouse program.

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.

Applies Only to Secondary Schools

All students at LCHS, including special populations, have access to career tech classes on campus as well as career tech at Allen Thornton. Students are evaluated based on desire to attend and are matched to interest and skill for the area they are participating in.

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.

Shoals Camber of Commerce tutoring- online remediation AHSGE/summer remediation, credit recovery. Title I teachers send home materials for parents to utilize at home.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

Parental Involvement:

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 to be involved.

During the first month of school, L. C. H. S. will hold the required Annual Meeting of Title I parents. Parents will be notified through notices sent home by students and school website.

Topics to be discussed will include: -What it means to be a Title I school –1% set aside –The Title I LEA Plan – The LEA Parental Involvement Plan – Introduction of Parent Committee –

School-Parent Compacts -How to request qualifications for your child's teacher -Timeline for the year's Parents involvement opportunities -Discussion of parent ideas.

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.

Suggestions are taken from parents as to how and when the meetings will be held. Parents are encouraged to send suggestions and ideas to the Parent Involvement Committee. A spring survey is distributed to all parents and used to evaluate and format changes for next year's Title program. All parents are encouraged to participate in the evaluation process. Parent Involvement funds are used for Parent handouts, workshops, books, flashcards, summer reading packets, and door prizes for the meetings.

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.

At parent meetings throughout the Fall (Open House, Annual Title I parent meeting), parents learn how to schedule parent teacher conferences and are reminded how they can participate in decisions related to the education of their child.

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).

At the beginning of each school year, all parents are given a copy of the School-Parent Compact. The Compacts will be stored in each teacher's classroom. A Parent Advisory Committee will meet in the spring to

update and revise the Compacts for the upcoming years. Compacts can also be used at Parent/Teacher conference. Students being served in Title I classes will receive a progress report at the end of each unit. Parents will be able to make comments on the progress reports to communicate with teachers.

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

In the spring, L.C.H.S.'s CIP Committee will review, evaluate, and revise its CIP. Several parents serve on the CIP Committee. Parents are made aware that they have the right to give input regarding the revisions of the plan. A copy of the plan is available in the offices, the libraries, and on the school's website. Parents may submit comments in writing to members of parent advisory committee or to the local school principal and if needed the Federal Programs Coordinator at the Lauderdale County Board of Education.

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:

(1) 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)

A letter is sent home to parents explaining assessments and the vocabulary associated with various assessments. The counselor, administrator, and reading coach are available for conferences with parents who have questions regarding assessment data.. Meetings to explain state and local assessments are also conducted by the counselor or reading coach.

(2) 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)

A technology workshop is held for parents to become familiar with websites that will aide in helping students complete their homework. Various pamphlets are provided to parents on topics such as, time management, self-esteem, etc. Parent requested workshops are offered for parental help with reading.

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

Teachers attend meetings to understand the importance of parental involvement. Teachers use our school's website to communicate with parents. They also use the "parent survey" to plan and coordinate activities that will meet the needs of parents. The Annual Parent Meeting at the beginning of school allows parent input into the education of their child.

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

L.C.H.S provides parental involvement activities that encourage parents to participate in the education of their children in the following ways: Parent Orientation, Parent-Teacher Conferences, Fall Festival, Technology workshop, Family Book Fair, 9th-12th Grade College Night.

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

Teachers are reminded to keep written communication simple. Teachers are encouraged to go over information with students before it goes home to make sure they understand it and can explain it to a non-reading parent. An Interpreter is provided as needed for non-English speaking parents. Documents may also be translated into the parents' native language if possible... through TRANSACT.

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

L.C.H.S. makes every effort possible to schedule meeting times to accommodate parents. Parent Survey will be utilized to provide teachers information to help plan activities that best accommodate parents.

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.

LCHS provides opportunities for the parents with limited English proficiency and parents with disabilities. A full-time interpreter is employed by the LEA to assist with language barriers between school, personnel, and parents. Student handbook and other pertinent parent information is sent in Spanish and Arabic. Special accommodations will be made to communicate with homebound parents by phone or through home visits as needed. All main entrances to our building are handicap accessible.

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?

- jm Yes
- jm No

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

- jm Yes
- jm No

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

- Jm Yes
- jm 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:

DI Steps

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

Improve the facilitation of inclusive and resourse learning environments that support and address the needs of learners with learning differences and disabilities. Standard (Indicator) 4.8

What types of professional learning will be offered?

-Implementing standards for ARMT+ -Data Meetings -Peer Observations -Special Education Workshops -K-12 grade level and dept. meetings -Local and District Inservice -Smart Board Training -Technology Tuesdays -ClassWorks -Administrators IPAD Training -Mimio Training -PLAN 2020

When will the session be delivered?

-August 13 & 17, 2012 -September 10, 2012 -October 3, 2012 -October 10th, 2012 -October 22, 2012 -March 9th, 2012 -Weekly and Monthly grade level and dept meetings -3 Data Meetings per year -Special Ed. Meetings 3 times per year or more if needed -Reading Horizons as scheduled by Central Office

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?)

At risk students will increase reading and math skills. Special population students will increase test scores.

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

• Lesson plans documentation • Walk-throughs – Local & County • PST meetings • Weekly grade level/dept. meetings • Tier II targeted instruction journal • Lesson plan documentation • Walk throughs- local and COST • Weekly grade level/dept meetings

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

Title II In - house professional development

Classworks Program

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

To address school-wide goal indicator 4.8 and increase special ed student test scores, awareness training for faculty and staff in Classworks will enable school team to target instruction for special needs students.

What types of professional learning will be offered?

Training for Classworks for Principals, Special Ed Teachers, and Lab managers.

When will the session be delivered?

October 2012

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?)

Increase special education student scores. Educational needs for special education students will be met.

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

Progress monitoring of Classworks will be utilized to monitor student progress. Progress will be discussed during data and grade level meeting throughout the year.

What are the funding sources, estimated expenses	s, and proposed names of consultants or entities? E	Example: Title II, \$00
Special Ed Department		

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	59.45	59.45	3,189,393.00
Administrator Units	1	1	81,189.00
Assistant Principal	2	2	129,185.00
Counselor	2.5	2.5	141,580.67
Librarian	2.5	2.5	99,393.86
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			7952.02
Library Enhancement			0
		Total of All Salaries:	\$3,648,693.5

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Salaries and Benefits – 163,058.41 Instructional Materials/Supplies – 10,084.00 Parental Involvement – 2491.71

Total: 157,242.39

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total:

Title II: Professional Development Activities	
Provide a brief explanation and a breakdown of expenses.	
N/A	
	Total:
	Total .
Title III: For English Language Learners	
Provide a brief explanation and a breakdown of expenses.	
N/A	
	Total:
Title IV: For Safe and Drug-free Schools	
Provide a brief explanation and a breakdown of expenses.	
N/A	
	Total:
Title VI: For Rural and Low-income Schools	
Provide a brief explanation and a breakdown of expenses.	
N/A	
	Total :
Career and Technical Education-Perkins IV: Basic Grant (Title I)	
Provide a brief explanation and a breakdown of expenses.	
N/A	
IV/A	
	Total:
Career and Technical Education-Perkins IV: Tech Prep (Title II)	
Provide a brief explanation and a breakdown of expenses.	
N/A	
	Total: 0
	i otai .
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)	· otal · j
, ,,	
Local Funds	
Provide a brief explanation and a breakdown of expenses.	
School store	
Fundraiser	
	Total: 36,000.00