



ACIP

Locust Fork High School

Blount County Board of Education

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Locust Fork, AL 35097

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Executive Summary

Introduction

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

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

Description of the School

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

School Description

Locust Fork High School is a grade 7-12 school in rural Blount County, Alabama. The school is located on Alabama Highway 79, about 31 miles northeast of Birmingham. LFHS as its own school was formed in 2001, when the growing K-12 school was broken into two schools. The schools remain on the same campus, physically connected and sharing a cafeteria.

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

The school population has dropped drastically in the past three years. The high school had experienced previous growth, with the population increasing to 729 in 2010, but then it decreased to 657 in 2011 and again decreased to 623 in 2012. In fall 2015, the total number dropped again to a total of 510 students and in the fall of 2016 enrollment dropped again to 505 students. In the fall of 2017 we maintained the same number we had the previous year at 505. However, there is a huge decrease in student enrollment with our senior class of 2018 graduating with 104 students and the enrolling class only having 65 students. Our current year enrollment is 446. The decrease in student population has been seen throughout our county, but the area of Locust Fork in particular experienced a cessation of home building during the economic downturn. In addition, Southeastern School, which formerly consisted of grades K-8, has added a high school component that overlaps the LFHS former district, so students once zoned for LFHS are now zoned for the new school.

The LFHS on-campus students are served by 29 total instructional units which includes highly qualified regular classroom teachers, two special education teachers, one librarian, two administrators, one full-time and one part-time counselor, and one half of a gifted unit. LFHS is also served by 3 office personnel, and three instructional aides. In addition, since the school shares a campus with the elementary, additional shared employees include six cafeteria workers and nine bus drivers, as well as resources that include a high school classroom teacher who also serves as the ELL teacher and a speech pathologist. With the decrease in student population, LFHS saw the elimination of 11 teaching units in the past five years.

The students at Locust Fork High School are representative of the local population. The school is largely homogeneous, with approximately 415 white students (91%), 31 Hispanic students (8%), three black students 3 (1%). Despite the lopsided population, racial issues are not a prominent problem. The population consists of 49% male and 51% female students. Approximately 75% of these students ride the bus to school and approximately 43% qualify for free or reduced lunch.

The location of the school affects its demographics. Students from neighboring counties often move into the LFHS school zone. Also, home dynamics for the students are affected because many parents commute to work. Efforts are being made to meet the needs of these students by an intervention program for math and reading in grades 7 and 8, offering credit recovery opportunities, and implementing College and Career Readiness Standards to our curriculum. In 2017-2018 we had our first year of the A+ College Ready (AP) Readiness Program here at LFHS. We offered 5 AP courses and 3 Pre-AP courses last year. We received 25 qualifying scores in our first year offering the AP program.

The 2018-2019 school year has already seen some changes in our AP Program. We now offer 7 AP classes and 4 Pre-AP classes, so we are growing our academic program here at LFHS yearly. In addition to meeting the students' academic needs, several opportunities exist to enrich the school experience, from a variety of sports to clubs such as honor society, student ambassadors, student council, FFA, FCCLA, yearbook, web team, band, and others.

School's Purpose

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

Locust Fork High School Vision Statement:

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

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

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

Leadership for the
Future
Helping Students
Succeed

The beliefs of the school are:

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

Notable Achievements and Areas of Improvement

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

Notable Achievements and Areas of Improvement

Locust Fork High School has had several notable achievements over the past three years. During the 2016-2017 school year we wrote a grant to the A+ College Board to become an AP school that reaches all content areas for grades 6-12. This opportunity provided amazing training opportunities for our teachers which will in turn offer more academic growth for our students. The 2016-2017 school year, we offered 2 AP classes and we now offer 7 AP classes and 4 Pre-AP courses for our 9th and 10th graders. Our 7th and 8th grade students now have the option to take an accelerated course work in Math by taking advanced Math in 7th grade and Algebra I in 8th grade.

The graduation rate for LFHS has increased from 62.87 percent in 2010 to 78.01 in 2011. The class of 2012 maintained that leap with a 78 % graduation rate. The class of 2015 had a graduation rate of 89%. The graduating class of 2016 had a graduation rate of 90%. The graduating class of 2017 currently had a 92% graduation rate. Our previous year of 2018 (unverified) is hovering around 90% graduation rate.

Communication with stakeholders has improved over the past three years, as well. Parents have immediate access to students' grades through the iNow home portal. The school system has also begun using the One Call Now service to spread important information quickly. Our website is updated often through our web-design team and teachers and coaches utilize the Remind app to communicate with students and parents. Our Locust Fork High School Facebook page has been a great resource in reaching parents and the community. Many improvements have been made in the area of technology. Wireless Internet service has been installed throughout the hallways and has been upgraded to professional level by the BCBOE Technology Department.

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

The LFHS Media Center serves students in grades 7-12. The current collection numbers approximately 6900 books, class sets and multi-media materials offered to students and teachers through the Atrium automation system. The library offers 11 Chrome Bases and one desktop PC dedicated to OPAC searching. Additionally, the library has one network printer for student use. The new media room in the library has 18 desktop PCs, a teacher PC, a Promethean interactive whiteboard, an interactive Promethean slate, 30 ActivVotes and 30 ActivExpression polling devices. The media room also has a surround sound system. Every teacher either has their own Chrome Book Cart with 30 devices or have to share with another teacher. We have 15 Chrome Carts total. The Media Center hosts two Scholastic Book Fairs each year for our students and the community.

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

In extracurricular areas, leadership has been encouraged through our student ambassador program, begun six years ago. These students have helped to represent our school in a positive light throughout the community and have excelled as leaders, becoming legislative pages and college ambassadors. Student participation in extracurricular activities like band and sports has increased in the past few years, as well. The band has been awarded various awards for excellence at competitions and the yearbook staff is consistently recognize at a national level for a quality book each year.

Areas of Improvement

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

Additional Information

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

Although parents are very eager to show up/support athletic events..we are still experiencing a low level of academic support as a school. With the implementation of the A+ program we have already seen parents start to get a bit more involved because grades are not as high for their children as they have been in the past. We have received more parent contact and conducted more parent conferences than in the past. I am very proud to have these phone calls and meetings because I am slowly seeing a change in the academic values of our school and community.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The 2018-2019 CIP was reviewed in the spring of 2018 for areas of strengths and weaknesses. An end of the year reflection/projection faculty survey was conducted in May of 2018. Team members analyzed different aspects of the CIP planning document and the final revision was submitted to the district office in early summer. Further reviews were done in the fall of 2018 by the Leadership Team to help build the 2018-2019 CIP document. The entire review process included faculty, staff and other interested stakeholders such as community leaders and parents.

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

Scantron (math and reading)

ACT Suite Assessments (PreACT and ACT)

ACCESS assessment results for EL students

Needs Assessment Survey

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

Technology 2020 Plan

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

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

Funding and Financial Concerns including current budgets and funding sources

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

The Technology Coordinators met in May of 2018 to continue working on and finalizing the Technology Plan.

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

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

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

All stakeholders had opportunities for input and to make recommendations to the Leadership Team, which includes representation not only from school employees, but also from parents, students and community stakeholders. Following this review process, a Core Leadership Team reviewed all of the data with more scrutiny and searched for trends from various data sources as they completed the CIP Planning session in the fall of 2018. Parents reviewed the preliminary budget set for the school and received information in the form of a PowerPoint and handouts in a meeting in August of 2018. The plan was shared through a link of the school's website and stakeholders were notified of the posting via One Call Now.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The data attached reflects data available to date. Scantron Data is the nationally normed data provided by Scantron. The ALSDE has not yet released data as of 8.29.18	2018 Fall Student Data Document LFHS ACT Data Reflection Presentation

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

LFHS had several notable areas of increase including:

There was an increase in 5 out of 6 CRI categories.

ACT benchmark scores increased in every subject category.

8th grade proficient math scores increased 28% on the ASPIRE.

10th grade proficient reading scores increased 10% on the ASPIRE.

10th grade proficient writing scores increased 11% on the ASPIRE.

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

ACT sub-tests improved.

5 out of 6 CRI categories improved.

Which area(s) indicate the overall highest performance?

8th grade math increased 28% on the ASPIRE.

Free and Reduced Lunch sub-populations increased number proficient in reading and math on the ASPIRE.

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

Free and reduced lunch students increased proficiency on the ASPIRE in both reading and math.

Between which subgroups is the achievement gap closing?

Free and reduced lunch improved, as did special ed, though only marginally.

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

ACT, ASPIRE, and formative assessment are all consistent.

Areas in Need of Improvement

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

Graduation rate has slightly decreased.

Percentage of students receiving a CRI decreased.

Grade 10 ASPIRE proficient reading scores decreased 7%

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

Students who benchmark on the ACT has not shown an increase over the past couple of years.

Which area(s) indicate the overall lowest performance?

ACT math scores need improvement, with only 16% benchmarking.

Only 8% of 10th grade math students benchmarked on the ASPIRE.

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

Math scores continue to struggle.

Between which subgroups is the achievement gap becoming greater?

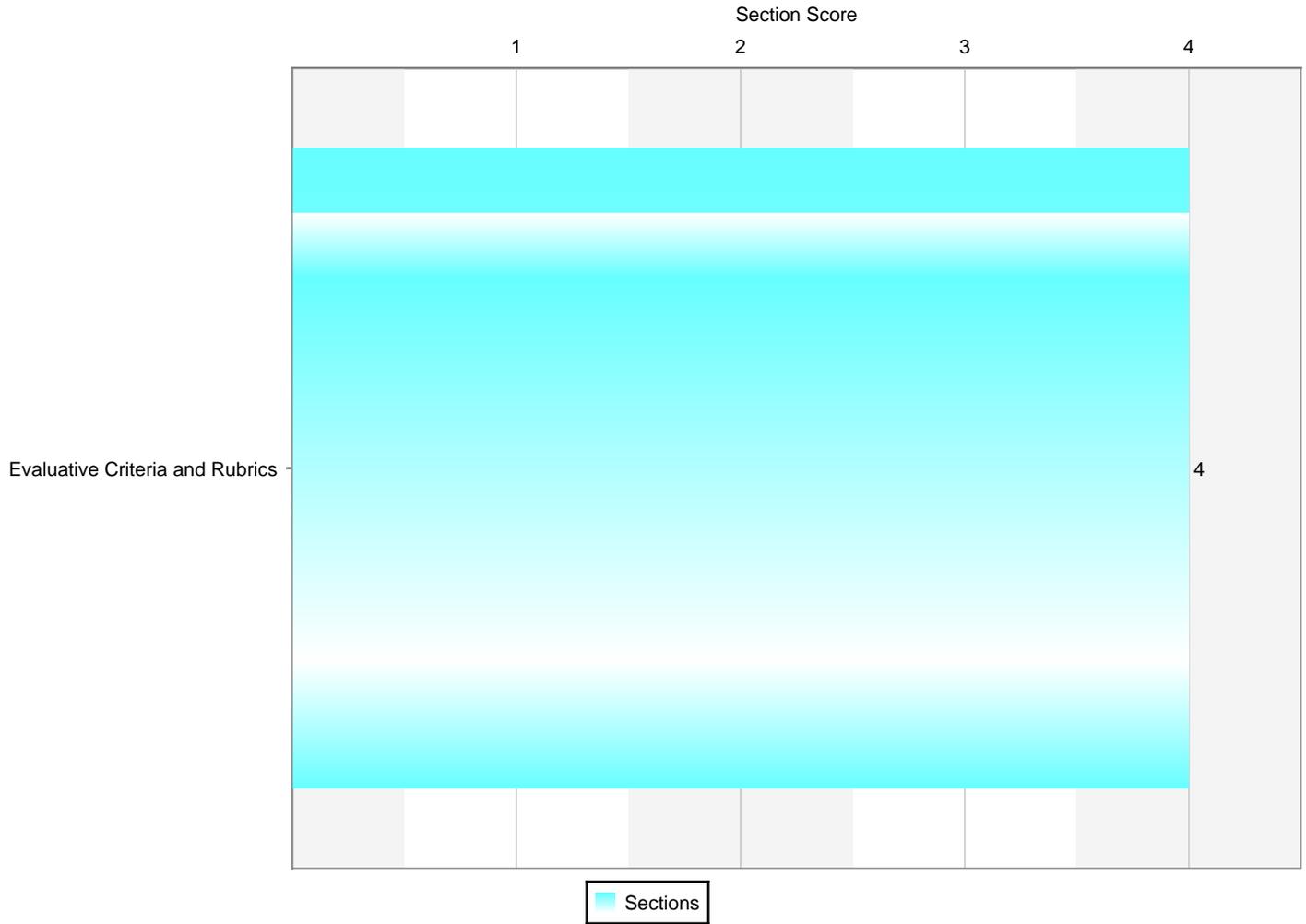
Scores of Hispanic students on the ASPIRE reading have decreased.

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

Findings on the ACT and ASPIRE are consistent with school-level formative assessments.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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

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

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	See the attached document	BCS Family Engagement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		LFHS Compact

2018-2019 Plan for ACIP

Overview

Plan Name

2018-2019 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All English learners at Locust Fork High School will become proficient in language skills.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2070
2	STUDENT ADVOCACY: Teachers will collaborate to provide students with opportunities to explore future options, including career and college possibilities.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2000
3	All faculty and staff at Locust Fork High School will collaborate to improve family engagement in partnership with District level support.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$10673
4	Academic Rigor	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$26810

Goal 1: All English learners at Locust Fork High School will become proficient in language skills.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency of WIDA language standards in English Language Arts by 05/24/2019 as measured by ACCESS data .

Strategy 1:

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

Category:

Research Cited: Teacher Collaboration

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

Activity - EL Teacher to Assist Grade Level Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL teacher will assist grade level teachers on how to integrate language objectives with content objectives (e.g. provide lesson demonstrations and team teaching) a) ELL and classroom teachers use planning time to develop lesson plans that integrate language objectives. As needed, EL teacher will provide progress notes to non-English speaking parents per the district plan.	Academic Support Program	08/10/2017	05/24/2019	\$2070	Title I Part A	EL Teachers and Regular Ed Teachers of EL Students
Activity - EL and Migrant Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will support the efforts of the District Migrant Parent Liaison through identification and referral of students who might benefit from services such as, but not limited to, tutoring, drop out prevention, family literacy, health and nutrition. Parents will be provided student progress reports and report cards in their native language as outlined in the District EL plan.	Parent Involvement, Academic Support Program, Policy and Process	08/10/2017	05/24/2019	\$0	No Funding Required	District Parent Liaison, Teachers, Administration

Goal 2: STUDENT ADVOCACY: Teachers will collaborate to provide students with opportunities to explore future options, including career and college possibilities.

Measurable Objective 1:

collaborate to support students in exploring and setting goals for their post-graduation options including career and/or college possibilities by 05/24/2018 as measured by student participation in college and industry visits and closing the gap in our college and career readiness rate..

Strategy 1:

Whatever It Takes- Advocacy - throughout the 2018-2019 academic year, we will offer field trips to Alabama colleges and universities as well as tours/visits to leading industries in the greater Birmingham and Blount County area to students in the 11th and 12th grades in order to help them explore interests and possibilities for their post-graduation futures.

Category: Develop/Implement Student and School Culture Program

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

Activity - Transitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LFHS partners with LFES to support students in their transition between schools. Ambassadors support this process. We also support students in their transition to college through college visits, college fairs and recruitment. BCS employs Career Counselors to support students in their transition beyond HS.	Academic Support Program, Behavioral Support Program	08/09/2018	05/23/2019	\$0	No Funding Required	Administration and Ambassador sponsor
Activity - Celebrating Student Accomplishments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LFHS will support and celebrate academic, career technical and athletic achievements.	Parent Involvement, Career Preparation/Orientation, Community Engagement, Academic Support Program, Behavioral Support Program	08/09/2018	08/30/2018	\$0	No Funding Required	All administrators, faculty and staff will partner to recognize and celebrate student achievements through events such as but not limited to School-wide signing celebrations, awards days, social media posts and flyers and community events.
Activity - Literacy Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

<p>The Library Media Center will support literacy activities and promote student and community engagement through the Library Media Center. A partial outline of changes in the Library Media Center includes Weeding and genrefying the collection, updating technology and developing special collections such as college and career readiness, AP Language and Literature, and graphic novels; updating the professional collection, and developing a parental involvement and resource collection. The LMS will also invite former students to continue to be patrons of the library collection and will develop a student advisory committee. The LMS will further manage a student-run coffee shop (open twice a week) to fund the purchase of soft seating and new furniture to aid in the transition to a student learning commons/lounge setting (much like a college student center feel). The LMS will also develop a summer reading program with a family literacy element that will support the assigned summer reading texts, while engaging students and families in reading over the summer. Finally, the LMS will partner with Turning Point UMC to begin working on renovations in the library beginning with new blinds and a custom cart for the coffee shop.</p>	<p>Professional Learning, Parent Involvement, Career Preparation/Orientation, Community Engagement, Academic Support Program, Behavioral Support Program</p>	<p>08/09/2018</p>	<p>05/23/2019</p>	<p>\$2000</p>	<p>Title I Part A</p>	<p>Administration, Library Media Specialist, faculty, staff and student leaders.</p>
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Goal 3: All faculty and staff at Locust Fork High School will collaborate to improve family engagement in partnership with District level support.

Measurable Objective 1:

collaborate to improve family engagement in grades 7-12 by 05/24/2019 as measured by collective evidence of implemented action steps.

Strategy 1:

Increasing Family Engagement - The strategy is outlined to build and enhance the capacity of staff and families as outlined by research from the U.S. Department of Education: Capabilities, Connections, Cognition, and Confidence.

Category: Implement Community Based Support and Intervention System

Research Cited: (1) United States Department of Education (2013). Partners in Education: A dual capacity-building framework for family-school partnerships. Retrieved from: <https://www2.ed.gov/documents/family-community/partners-education.pdf>

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

Activity - Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Communication: A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents (Fed. Programs Admin. Asst.). Additionally, a Parent survey will be conducted and an involvement link will be provided on the Blount County Schools website to support changes to our plan (Fed. Programs Admin. Asst.). Information will be shared with parents via social media (e.g. s'mores) (media specialist) and via one-call now (school-level). And, report cards will be mailed home (Administration). Opportunities: Families are invited regularly into LFHS. Examples of this would be Alumni night, Senior night, Parent Volunteer opportunities, a new parent section in the media center, and more.	Parent Involvement	08/07/2017	05/24/2019	\$968	Title I Part A	Federal Programs Administrative Assistant, School Administrator, Media Specialist
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Activity - Health Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LFHS will partner with LFES to employ a nurse to support increased attendance rates which directly supports student learning. Information will also be shared with parents to support health and wellness of students.	Parent Involvement, Academic Support Program	08/07/2017	05/24/2019	\$9705	Title I Part A, Title I Part A	School nurse

Goal 4: Academic Rigor

Measurable Objective 1:

collaborate to support growth of 2% on all assessments by 05/24/2019 as measured by students scoring Average High and Above Average (top two tiers) on all Scantron Performance Series Assessments.

Strategy 1:

Tier I Core Instruction - Students will grown in proficiency of College and Career Readiness Standards, increasing literacy, in all subjects.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (1) College and Career Readiness Standards, (2) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

Activity - Quality Instruction and Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize data from multiple sources to plan effective, standards-based instruction (e.g., Educator Effectiveness Rubrics, Scantron, Formative Assessments, etc.). The planning rubric will be the guideline for successful planning including learning targets. The school will also utilize the elect 2.0 tool for measuring student engagement.	Academic Support Program	08/10/2017	05/24/2019	\$3500	Title I Part A	Administration and Classroom teachers

Activity - Technology Use in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Locust Fork High School

Teachers will incorporate technology into instruction to support student learning in all classrooms (e.g., Keyboarding, TI Software, OPC Snapshot, Chromebooks, Google Classroom, etc.). Hardware and Software support this instruction (e.g., Chromebook Carts, Television, 5 cloud ready printers for Chromebooks, All Pencils Down, projectors, etc.)	Academic Support Program, Behavioral Support Program	08/10/2017	05/24/2019	\$10891	Title I Part A, Title I Part A, Title I Part A, Title I Part A	Administration, Media Specialists, Teachers
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Activity - Instructional Support and PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be supported in growing their instructional practice with support from instructional coaches (MDC, LDC) and through professional development from Advanced Placement (AP) and Laying the Foundation (LTF). Additional Professional Development for technology will be provided by 'Untethered', a company that does side-by-side and faculty-wide PD.	Academic Support Program	09/27/2017	05/24/2019	\$10800	Title I Part A, Title I Part A	Administration and Teachers

Strategy 2:

Tier II and Tier III Instruction - Teachers (classroom, EL, Resource, etc.) will collaborate to support student learning by identifying intervention needs for individual students.

Category: Develop/Implement Learning Supports

Research Cited: Berckemeyer, J. (2011). Taming the Team. World Book, Inc. Chicago, IL.

Activity - Tier II and PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Formative Assessment, teachers will support student learning in the classroom using Tier II instruction (small group, one-on-one, etc.). Teachers will also share this information with the PST as they work to support student learning and behavior challenges. PST will adhere to guidelines for intervention as outlined in the Rtl handbook for areas such as dyslexia screening and intervention (e.g., Mindplay). Substitutes will be made available to support teacher participation in this process.	Academic Support Program, Behavioral Support Program	08/11/2017	05/24/2019	\$267	Title I Part A	PST and Classroom teachers

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Credit recovery will be offered in the spring, as needed.	Academic Support Program	08/09/2018	05/24/2019	\$1352	Title I Part A	Administration and Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Instruction and Planning	Teachers will utilize data from multiple sources to plan effective, standards-based instruction (e.g., Educator Effectiveness Rubrics, Scantron, Formative Assessments, etc.). The planning rubric will be the guideline for successful planning including learning targets. The school will also utilize the elect 2.0 tool for measuring student engagement.	Academic Support Program	08/10/2017	05/24/2019	\$3500	Administration and Classroom teachers
Health Services	LFHS will partner with LFES to employ a nurse to support increased attendance rates which directly supports student learning. Information will also be shared with parents to support health and wellness of students.	Parent Involvement, Academic Support Program	08/07/2017	05/24/2019	\$9455	School nurse
EL Teacher to Assist Grade Level Teachers	ELL teacher will assist grade level teachers on how to integrate language objectives with content objectives (e.g. provide lesson demonstrations and team teaching) a) ELL and classroom teachers use planning time to develop lesson plans that integrate language objectives. As needed, EL teacher will provide progress notes to non-English speaking parents per the district plan.	Academic Support Program	08/10/2017	05/24/2019	\$2070	EL Teachers and Regular Ed Teachers of EL Students
Technology Use in the Classroom	Teachers will incorporate technology into instruction to support student learning in all classrooms (e.g., Keyboarding, TI Software, OPC Snapshot, Chromebooks, Google Classroom, etc.). Hardware and Software support this instruction (e.g., Chromebook Carts, Television, 5 cloud ready printers for Chromebooks, All Pencils Down, projectors, etc.)	Academic Support Program, Behavioral Support Program	08/10/2017	05/24/2019	\$3631	Administration, Media Specialists, Teachers
Technology Use in the Classroom	Teachers will incorporate technology into instruction to support student learning in all classrooms (e.g., Keyboarding, TI Software, OPC Snapshot, Chromebooks, Google Classroom, etc.). Hardware and Software support this instruction (e.g., Chromebook Carts, Television, 5 cloud ready printers for Chromebooks, All Pencils Down, projectors, etc.)	Academic Support Program, Behavioral Support Program	08/10/2017	05/24/2019	\$500	Administration, Media Specialists, Teachers

ACIP

Locust Fork High School

Technology Use in the Classroom	Teachers will incorporate technology into instruction to support student learning in all classrooms (e.g., Keyboarding, TI Software, OPC Snapshot, Chromebooks, Google Classroom, etc.). Hardware and Software support this instruction (e.g., Chromebook Carts, Television, 5 cloud ready printers for Chromebooks, All Pencils Down, projectors, etc.)	Academic Support Program, Behavioral Support Program	08/10/2017	05/24/2019	\$4760	Administration, Media Specialists, Teachers
Literacy Support	The Library Media Center will support literacy activities and promote student and community engagement through the Library Media Center. A partial outline of changes in the Library Media Center includes Weeding and genrefying the collection, updating technology and developing special collections such as college and career readiness, AP Language and Literature, and graphic novels; updating the professional collection, and developing a parental involvement and resource collection. The LMS will also invite former students to continue to be patrons of the library collection and will develop a student advisory committee. The LMS will further manage a student-run coffee shop (open twice a week) to fund the purchase of soft seating and new furniture to aid in the transition to a student learning commons/lounge setting (much like a college student center feel). The LMS will also develop a summer reading program with a family literacy element that will support the assigned summer reading texts, while engaging students and families in reading over the summer. Finally, the LMS will partner with Turning Point UMC to begin working on renovations in the library beginning with new blinds and a custom cart for the coffee shop.	Professional Learning, Parent Involvement, Career Preparation/Orientation, Community Engagement, Academic Support Program, Behavioral Support Program	08/09/2018	05/23/2019	\$2000	Administration, Library Media Specialist, faculty, staff and student leaders.
Tier II and PST	Using Formative Assessment, teachers will support student learning in the classroom using Tier II instruction (small group, one-on-one, etc.). Teachers will also share this information with the PST as they work to support student learning and behavior challenges. PST will adhere to guidelines for intervention as outlined in the RtI handbook for areas such as dyslexia screening and intervention (e.g., Mindplay). Substitutes will be made available to support teacher participation in this process.	Academic Support Program, Behavioral Support Program	08/11/2017	05/24/2019	\$267	PST and Classroom teachers

ACIP

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Connections	Communication: A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents (Fed. Programs Admin. Asst.). Additionally, a Parent survey will be conducted and an involvement link will be provided on the Blount County Schools website to support changes to our plan (Fed. Programs Admin. Asst.). Information will be shared with parents via social media (e.g. s'mores) (media specialist) and via one-call now (school-level). And, report cards will be mailed home (Administration). Opportunities: Families are invited regularly into LFHS. Examples of this would be Alumni night, Senior night, Parent Volunteer opportunities, a new parent section in the media center, and more.	Parent Involvement	08/07/2017	05/24/2019	\$968	Federal Programs Administrative Assistant, School Administrator, Media Specialist
Instructional Support and PD	Teachers will be supported in growing their instructional practice with support from instructional coaches (MDC, LDC) and through professional development from Advanced Placement (AP) and Laying the Foundation (LTF). Additional Professional Development for technology will be provided by 'Untethered', a company that does side-by-side and faculty-wide PD.	Academic Support Program	09/27/2017	05/24/2019	\$6000	Administration and Teachers
Credit Recovery	Credit recovery will be offered in the spring, as needed.	Academic Support Program	08/09/2018	05/24/2019	\$1352	Administration and Counselor
Health Services	LFHS will partner with LFES to employ a nurse to support increased attendance rates which directly supports student learning. Information will also be shared with parents to support health and wellness of students.	Parent Involvement, Academic Support Program	08/07/2017	05/24/2019	\$250	School nurse
Technology Use in the Classroom	Teachers will incorporate technology into instruction to support student learning in all classrooms (e.g., Keyboarding, TI Software, OPC Snapshot, Chromebooks, Google Classroom, etc.). Hardware and Software support this instruction (e.g., Chromebook Carts, Television, 5 cloud ready printers for Chromebooks, All Pencils Down, projectors, etc.)	Academic Support Program, Behavioral Support Program	08/10/2017	05/24/2019	\$2000	Administration, Media Specialists, Teachers
Instructional Support and PD	Teachers will be supported in growing their instructional practice with support from instructional coaches (MDC, LDC) and through professional development from Advanced Placement (AP) and Laying the Foundation (LTF). Additional Professional Development for technology will be provided by 'Untethered', a company that does side-by-side and faculty-wide PD.	Academic Support Program	09/27/2017	05/24/2019	\$4800	Administration and Teachers
Total					\$41553	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Locust Fork High School

Transitions	LFHS partners with LFES to support students in their transition between schools. Ambassadors support this process. We also support students in their transition to college through college visits, college fairs and recruitment. BCS employs Career Counselors to support students in their transition beyond HS.	Academic Support Program, Behavioral Support Program	08/09/2018	05/23/2019	\$0	Administration and Ambassador sponsor
EL and Migrant Support	Teachers will support the efforts of the District Migrant Parent Liaison through identification and referral of students who might benefit from services such as, but not limited to, tutoring, drop out prevention, family literacy, health and nutrition. Parents will be provided student progress reports and report cards in their native language as outlined in the District EL plan.	Parent Involvement, Academic Support Program, Policy and Process	08/10/2017	05/24/2019	\$0	District Parent Liaison, Teachers, Administration
Celebrating Student Accomplishments	LFHS will support and celebrate academic, career technical and athletic achievements.	Parent Involvement, Career Preparation/Orientation, Community Engagement, Academic Support Program, Behavioral Support Program	08/09/2018	08/30/2018	\$0	All administrators, faculty and staff will partner to recognize and celebrate student achievements through events such as but not limited to School-wide signing celebrations, awards days, social media posts and flyers and community events.
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See Attachment	2018 Spring Title I Survey for Parents LFHS

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Per BCS policy, Locust Fork High School administered the AdvancED survey for Family Engagement. No additional surveys are administered to all stakeholders, so all analyses are based on this survey. Parent responses were limited. Parents responded with 100% to the following statement: "The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning," Parent responded equally to feeling welcome in our school.

Our goal for this school year is to have a higher response rate for our survey.

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

Parent feel welcome in the school and believe the school environment is engaging. Most parents feel encouraged to be involved in their child's education and they are aware of our school academic goals. The majority of our parents indicated they knew how to contact their child's teachers and felt comfortable reaching their child's teachers to discuss academic progress or concerns.

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

The reported findings appear to be consistent with other feedback sources available to Locust Fork High School including feedback in the community.

Areas in Need of Improvement

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

Parents do not express an understanding of how they might volunteer within the school (33%). Additionally, only 33% of parents who responded participated in the annual Title 1 meeting.

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

Responses outlined (volunteer opportunities and the parent engagement plan) are consistent over multiple years.

What are the implications for these stakeholder perceptions?

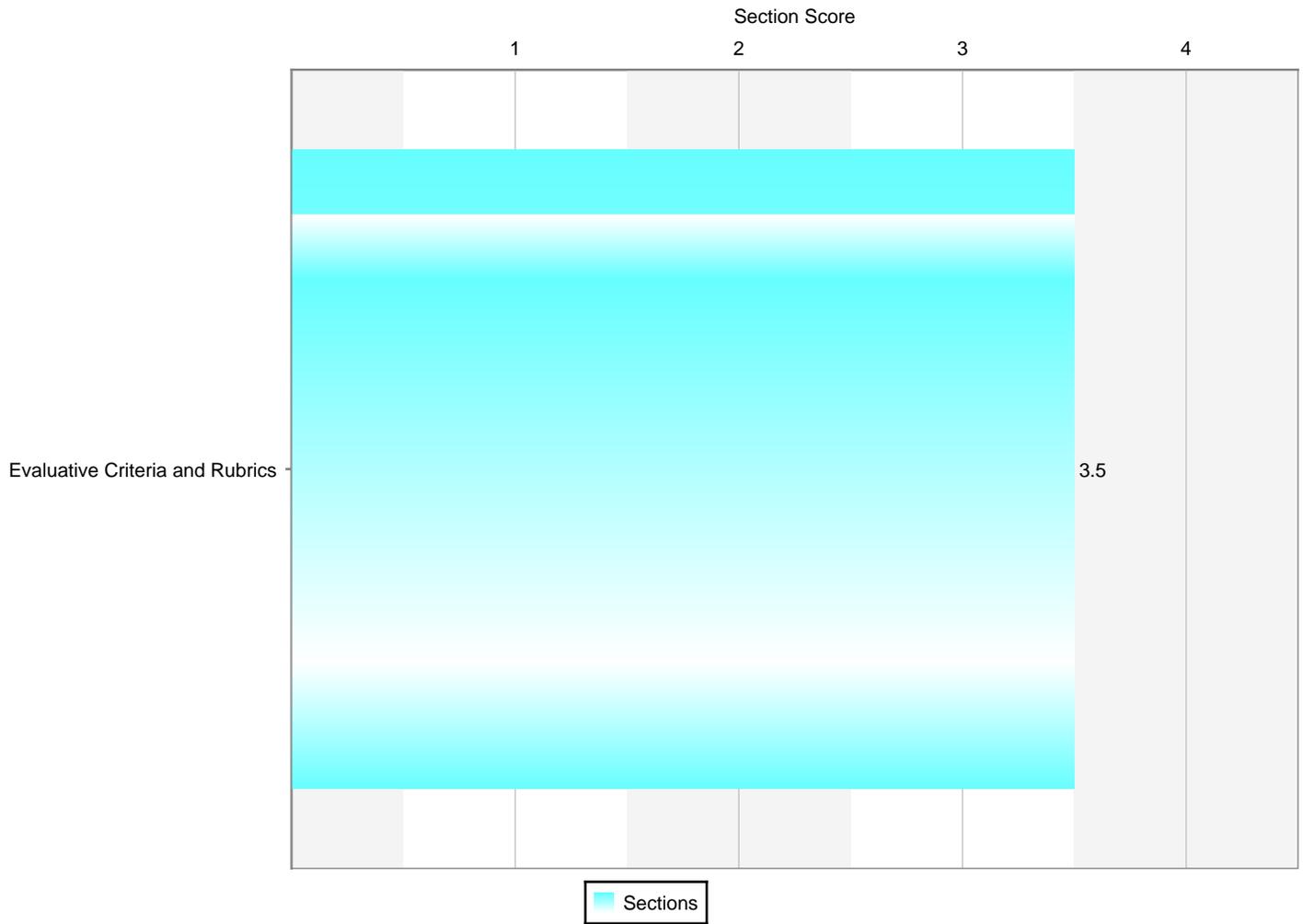
With low response rates the implications are more about family participating in giving feedback than they are about the response given.

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

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

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

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

What were the results of the comprehensive needs assessment?

Our school's greatest weaknesses is in the area of 7th grade math; although our 8th grade math achieved a 28 point gain. Teachers are addressing these gaps through Laying the Foundation Training and implementing the LTF curriculum, MDC training and collaborating with our district-wide math coach.

Additionally, we identified a weakness as teacher use of technology. We contracted support for professional development to support this process.

What conclusions were drawn from the results?

Teachers are addressing these gaps through Laying the Foundation Training and implementing the LTF curriculum, MDC training and collaborating with our district-wide math coach. Standards based planning and formative assessment is a focus of the entire faculty and our Educator Effectiveness program. Students who need extra support in mathematics are grouped into math intervention classes.

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

While 7th grade math is indeed an academic weakness, across the board reading scores are a concern in our school and district-wide. The LEA is implementing a district-wide focus on reading with emphasis on grade level planning, literacy strategies, intervention efforts, MindPlay for students identified as having dyslexic tendencies and fostering a love of reading. Further, all media specialists are being called upon to help lead the movement to foster a love of reading in each school.

Based upon our Special Education population's test scores, LFHS is a FOCUS school. The graduation rate remains consistent. Collaboration among teachers both vertically and horizontally, as well as increasing rigor and standards based instruction is an area of focus, especially with the implementation of the A+ College Readiness program. A need for improvement in our intervention process has resulted in a dedicated Skills class for all 7th and 8th grade students that provides reading intervention, math intervention, reading enrichment and basic study skills classes. These students are being monitored and assisted through the PST process.

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

Our academic goals are aligned with ACOS/CCRS standards and expectations. Teachers are focusing on implementing rigorous, strategic, standards-based instruction in their Tier I and Tier II instruction. Our teachers are implementing the AP/LTF curriculum and participating in the associated professional development and training. Tier III goals align with intervention and remediation strategies. Based upon our STAR screening scores, as well as our scores from the ACT and ASPIRE reading is an areas of concern across all grade levels.

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

The goals are based on data from a variety of sources, including STAR screening reports, ASPIRE, ACT scores, and graduation rates. Goals are also aligned with district focuses as well.

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

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

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Academic Rigor

Measurable Objective 1:

collaborate to support growth of 2% on all assessments by 05/24/2019 as measured by students scoring Average High and Above Average (top two tiers) on all Scantron Performance Series Assessments.

Strategy1:

Tier I Core Instruction - Students will grown in proficiency of College and Career Readiness Standards, increasing literacy, in all subjects.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (1) College and Career Readiness Standards, (2) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

Activity - Instructional Support and PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be supported in growing their instructional practice with support from instructional coaches (MDC, LDC) and through professional development from Advanced Placement (AP) and Laying the Foundation (LTF). Additional Professional Development for technology will be provided by 'Untethered', a company that does side-by-side and faculty-wide PD.	Academic Support Program	09/27/2017	05/24/2019	\$4800 - Title I Part A \$6000 - Title I Part A	Administration and Teachers

Activity - Quality Instruction and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data from multiple sources to plan effective, standards-based instruction (e.g., Educator Effectiveness Rubrics, Scantron, Formative Assessments, etc.). The planning rubric will be the guideline for successful planning including learning targets. The school will also utilize the eleot 2.0 tool for measuring student engagement.	Academic Support Program	08/10/2017	05/24/2019	\$3500 - Title I Part A	Administration and Classroom teachers

Activity - Technology Use in the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology into instruction to support student learning in all classrooms (e.g., Keyboarding, TI Software, OPC Snapshot, Chromebooks, Google Classroom, etc.). Hardware and Software support this instruction (e.g., Chromebook Carts, Television, 5 cloud ready printers for Chromebooks, All Pencils Down, projectors, etc.)	Behavioral Support Program Academic Support Program	08/10/2017	05/24/2019	\$2000 - Title I Part A \$4760 - Title I Part A \$500 - Title I Part A \$3631 - Title I Part A	Administration, Media Specialists, Teachers

Strategy2:

Tier II and Tier III Instruction - Teachers (classroom, EL, Resource, etc.) will collaborate to support student learning by identifying intervention needs for individual students.

Category: Develop/Implement Learning Supports

Research Cited: Berckemeyer, J. (2011). Taming the Team. World Book, Inc. Chicago, IL.

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit recovery will be offered in the spring, as needed.	Academic Support Program	08/09/2018	05/24/2019	\$1352 - Title I Part A	Administration and Counselor

Activity - Tier II and PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Formative Assessment, teachers will support student learning in the classroom using Tier II instruction (small group, one-on-one, etc.). Teachers will also share this information with the PST as they work to support student learning and behavior challenges. PST will adhere to guidelines for intervention as outlined in the Rtl handbook for areas such as dyslexia screening and intervention (e.g., Mindplay). Substitutes will be made available to support teacher participation in this process.	Behavioral Support Program Academic Support Program	08/11/2017	05/24/2019	\$267 - Title I Part A	PST and Classroom teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

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

Measurable Objective 1:

collaborate to support students in exploring and setting goals for their post-graduation options including career and/or college possibilities by 05/24/2018 as measured by student participation in college and industry visits and closing the gap in our college and career readiness rate..

Strategy1:

Whatever It Takes- Advocacy - throughout the 2018-2019 academic year, we will offer field trips to Alabama colleges and universities as well as tours/visits to leading industries in the greater Birmingham and Blount County area to students in the 11th and 12th grades in order to help them explore interests and possibilities for their post-graduation futures.

Category: Develop/Implement Student and School Culture Program

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

Activity - Literacy Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The Library Media Center will support literacy activities and promote student and community engagement through the Library Media Center. A partial outline of changes in the Library Media Center includes Weeding and genrefying the collection, updating technology and developing special collections such as college and career readiness, AP Language and Literature, and graphic novels; updating the professional collection, and developing a parental involvement and resource collection. The LMS will also invite former students to continue to be patrons of the library collection and will develop a student advisory committee. The LMS will further manage a student-run coffee shop (open twice a week) to fund the purchase of soft seating and new furniture to aid in the transition to a student learning commons/lounge setting (much like a college student center feel). The LMS will also develop a summer reading program with a family literacy element that will support the assigned summer reading texts, while engaging students and families in reading over the summer. Finally, the LMS will partner with Turning Point UMC to begin working on renovations in the library beginning with new blinds and a custom cart for the coffee shop.</p>	<p>Parent Involvement Behavioral Support Program Community Engagement Professional Learning Academic Support Program Career Preparation/ Orientation</p>	<p>08/09/2018</p>	<p>05/23/2019</p>	<p>\$2000 - Title I Part A</p>	<p>Administration, Library Media Specialist, faculty, staff and student leaders.</p>

Goal 2:

Academic Rigor

Measurable Objective 1:

collaborate to support growth of 2% on all assessments by 05/24/2019 as measured by students scoring Average High and Above Average (top two tiers) on all Scantron Performance Series Assessments.

Strategy1:

Tier II and Tier III Instruction - Teachers (classroom, EL, Resource, etc.) will collaborate to support student learning by identifying intervention needs for individual students.

Category: Develop/Implement Learning Supports

Research Cited: Berckemeyer, J. (2011). Taming the Team. World Book, Inc. Chicago, IL.

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Activity - Tier II and PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Formative Assessment, teachers will support student learning in the classroom using Tier II instruction (small group, one-on-one, etc.). Teachers will also share this information with the PST as they work to support student learning and behavior challenges. PST will adhere to guidelines for intervention as outlined in the Rtl handbook for areas such as dyslexia screening and intervention (e.g., Mindplay). Substitutes will be made available to support teacher participation in this process.	Academic Support Program Behavioral Support Program	08/11/2017	05/24/2019	\$267 - Title I Part A	PST and Classroom teachers

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit recovery will be offered in the spring, as needed.	Academic Support Program	08/09/2018	05/24/2019	\$1352 - Title I Part A	Administration and Counselor

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

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

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency of WIDA language standards in English Language Arts by 05/24/2019 as measured by ACCESS data .

Strategy1:

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

Category:

Research Cited: Teacher Collaboration

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

Activity - EL Teacher to Assist Grade Level Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL teacher will assist grade level teachers on how to integrate language objectives with content objectives (e.g. provide lesson demonstrations and team teaching) a) ELL and classroom teachers use planning time to develop lesson plans that integrate language objectives. As needed, EL teacher will provide progress notes to non-English speaking parents per the district plan.	Academic Support Program	08/10/2017	05/24/2019	\$2070 - Title I Part A	EL Teachers and Regular Ed Teachers of EL Students

Activity - EL and Migrant Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will support the efforts of the District Migrant Parent Liaison through identification and referral of students who might benefit from services such as, but not limited to, tutoring, drop out prevention, family literacy, health and nutrition. Parents will be provided student progress reports and report cards in their native language as outlined in the District EL plan.	Academic Support Program Parent Involvement Policy and Process	08/10/2017	05/24/2019	\$0 - No Funding Required	District Parent Liaison, Teachers, Administration

Goal 2:

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

Measurable Objective 1:

collaborate to support students in exploring and setting goals for their post-graduation options including career and/or college possibilities by 05/24/2018 as measured by student participation in college and industry visits and closing the gap in our college and career readiness rate..

Strategy1:

Whatever It Takes- Advocacy - throughout the 2018-2019 academic year, we will offer field trips to Alabama colleges and universities as well as tours/visits to leading industries in the greater Birmingham and Blount County area to students in the 11th and 12th grades in order to help them explore interests and possibilities for their post-graduation futures.

Category: Develop/Implement Student and School Culture Program

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

ACIP

Locust Fork High School

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LFHS partners with LFES to support students in their transition between schools. Ambassadors support this process. We also support students in their transition to college through college visits, college fairs and recruitment. BCS employs Career Counselors to support students in their transition beyond HS.	Academic Support Program Behavioral Support Program	08/09/2018	05/23/2019	\$0 - No Funding Required	Administration and Ambassador sponsor

Activity - Celebrating Student Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LFHS will support and celebrate academic, career technical and athletic achievements.	Community Engagement Career Preparation/ Orientation Academic Support Program Parent Involvement Behavioral Support Program	08/09/2018	08/30/2018	\$0 - No Funding Required	All administrators, faculty and staff will partner to recognize and celebrate student achievements through events such as but not limited to School-wide signing celebrations, awards days, social media posts and flyers and community events.

Activity - Literacy Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Library Media Center will support literacy activities and promote student and community engagement through the Library Media Center. A partial outline of changes in the Library Media Center includes Weeding and genrefying the collection, updating technology and developing special collections such as college and career readiness, AP Language and Literature, and graphic novels; updating the professional collection, and developing a parental involvement and resource collection. The LMS will also invite former students to continue to be patrons of the library collection and will develop a student advisory committee. The LMS will further manage a student-run coffee shop (open twice a week) to fund the purchase of soft seating and new furniture to aid in the transition to a student learning commons/lounge setting (much like a college student center feel). The LMS will also develop a summer reading program with a family literacy element that will support the assigned summer reading texts, while engaging students and families in reading over the summer. Finally, the LMS will partner with Turning Point UMC to begin working on renovations in the library beginning with new blinds and a custom cart for the coffee shop.	Behavioral Support Program Parent Involvement Career Preparation/ Orientation Professional Learning Community Engagement Academic Support Program	08/09/2018	05/23/2019	\$2000 - Title I Part A	Administration, Library Media Specialist, faculty, staff and student leaders.

Goal 3:

Academic Rigor

Measurable Objective 1:

collaborate to support growth of 2% on all assessments by 05/24/2019 as measured by students scoring Average High and Above Average (top two tiers) on all Scantron Performance Series Assessments.

Strategy1:

Tier I Core Instruction - Students will grown in proficiency of College and Career Readiness Standards, increasing literacy, in all subjects.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (1) College and Career Readiness Standards, (2) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

Activity - Quality Instruction and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data from multiple sources to plan effective, standards-based instruction (e.g., Educator Effectiveness Rubrics, Scantron, Formative Assessments, etc.). The planning rubric will be the guideline for successful planning including learning targets. The school will also utilize the eleot 2.0 tool for measuring student engagement.	Academic Support Program	08/10/2017	05/24/2019	\$3500 - Title I Part A	Administration and Classroom teachers

Activity - Technology Use in the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology into instruction to support student learning in all classrooms (e.g., Keyboarding, TI Software, OPC Snapshot, Chromebooks, Google Classroom, etc.). Hardware ad Software support this instruction (e.g., Chromebook Carts, Television, 5 cloud ready printers for Chromebooks, All Pencils Down, projectors, etc.)	Academic Support Program Behavioral Support Program	08/10/2017	05/24/2019	\$4760 - Title I Part A \$2000 - Title I Part A \$500 - Title I Part A \$3631 - Title I Part A	Administration, Media Specialists, Teachers

Activity - Instructional Support and PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be supported in growing their instructional practice with support from instructional coaches (MDC, LDC) and through professional development from Advanced Placement (AP) and Laying the Foundation (LTF). Additional Professional Development for technology will be provided by 'Untethered', a company that does side-by-side and faculty-wide PD.	Academic Support Program	09/27/2017	05/24/2019	\$6000 - Title I Part A \$4800 - Title I Part A	Administration and Teachers

Strategy2:

Tier II and Tier III Instruction - Teachers (classroom, EL, Resource, etc.) will collaborate to support student learning by identifying intervention needs for individual students.

Category: Develop/Implement Learning Supports

Research Cited: Berckemeyer, J. (2011). Taming the Team. World Book, Inc. Chicago, IL.

ACIP

Locust Fork High School

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit recovery will be offered in the spring, as needed.	Academic Support Program	08/09/2018	05/24/2019	\$1352 - Title I Part A	Administration and Counselor

Activity - Tier II and PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Formative Assessment, teachers will support student learning in the classroom using Tier II instruction (small group, one-on-one, etc.). Teachers will also share this information with the PST as they work to support student learning and behavior challenges. PST will adhere to guidelines for intervention as outlined in the Rtl handbook for areas such as dyslexia screening and intervention (e.g., Mindplay). Substitutes will be made available to support teacher participation in this process.	Academic Support Program Behavioral Support Program	08/11/2017	05/24/2019	\$267 - Title I Part A	PST and Classroom teachers

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

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

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency of WIDA language standards in English Language Arts by 05/24/2019 as measured by ACCESS data .

Strategy1:

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

Category:

Research Cited: Teacher Collaboration

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

Activity - EL and Migrant Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will support the efforts of the District Migrant Parent Liaison through identification and referral of students who might benefit from services such as, but not limited to, tutoring, drop out prevention, family literacy, health and nutrition. Parents will be provided student progress reports and report cards in their native language as outlined in the District EL plan.	Parent Involvement Policy and Process Academic Support Program	08/10/2017	05/24/2019	\$0 - No Funding Required	District Parent Liaison, Teachers, Administration

ACIP

Locust Fork High School

Activity - EL Teacher to Assist Grade Level Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL teacher will assist grade level teachers on how to integrate language objectives with content objectives (e.g. provide lesson demonstrations and team teaching) a) ELL and classroom teachers use planning time to develop lesson plans that integrate language objectives. As needed, EL teacher will provide progress notes to non-English speaking parents per the district plan.	Academic Support Program	08/10/2017	05/24/2019	\$2070 - Title I Part A	EL Teachers and Regular Ed Teachers of EL Students

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

All parents have access to students grades and attendance via the iNow Parent Portal. Scantron and ACT scores are sent home with students. All parent communication is provided in the student's home language. Translation services and support are provided at the district level.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

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

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

LFHS has one teacher to retire, one to move to a neighboring district and one other to leave the school. The turnover rate is 10%.

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

In the 2018-2019 school year, LFHS lost one teacher to a retirement and this teacher was replaced by a teacher with less than 3 years experience. Five of our teachers have less than 5 years experience. The remainder of the faculty is very seasoned and experienced.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

N/A

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

LFHS received a grant to participate in the A+ College Ready program and our professional development plan is aligned with the professional development offerings of the program. Further professional development is aligned to district wide-goals.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

LFHS received a grant to participate in the A+ College Ready program and our professional development plan is aligned with the professional development offerings of the program. Further professional development is aligned to district wide-goals. We also hold onsite technology training whole-faculty, and side-by-side. This is done through an independent contractor.

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

Teachers with less than three years experience are mentored and supported by our experienced faculty members and administration.

Describe how all professional development is "sustained and ongoing."

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

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:
STUDENT ADVOCACY: Teachers will collaborate to provide students with opportunities to explore future options, including career and college possibilities.

Measurable Objective 1:
collaborate to support students in exploring and setting goals for their post-graduation options including career and/or college possibilities by 05/24/2018 as measured by student participation in college and industry visits and closing the gap in our college and career readiness rate..

Strategy1:
Whatever It Takes- Advocacy - throughout the 2018-2019 academic year, we will offer field trips to Alabama colleges and universities as well as tours/visits to leading industries in the greater Birmingham and Blount County area to students in the 11th and 12th grades in order to help them explore interests and possibilities for their post-graduation futures.
Category: Develop/Implement Student and School Culture Program
Research Cited: Knight, J. (2011). Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction. Thousand Oaks, CA: Corwin Press.

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LFHS partners with LFES to support students in their transition between schools. Ambassadors support this process. We also support students in their transition to college through college visits, college fairs and recruitment. BCS employs Career Counselors to support students in their transition beyond HS.	Academic Support Program Behavioral Support Program	08/09/2018	05/23/2019	\$0 - No Funding Required	Administration and Ambassador sponsor

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Faculty-wide, grade level and content level meetings are held in order to analyze data and use it for instructional decision making. Further, data is discussed and analyzed in PST meetings, too.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

Our faculty, ACIP leadership team, PST team and administration meet a variety of times in a variety of combinations to examine data and determine needs. Students in grades 7 and 8 who are struggling in math and reading (based upon STAR and ASPIRE data) are placed in intervention classes throughout the school day. Special Ed students are served in both the classroom by their regular education teachers as well as the special education teachers. EL students are mainly served in the regular ed classroom as well as the EL teacher who serves LFHS.

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

Students in the 7th and 8th grade identified as having difficulty meeting standards and benchmarks are placed in intervention classes for the year base upon last year's Scantron scores. Current scores are based upon the new SCANTRON testing data.. All 7th and 8th grade students have a Skills class (designed as intervention) on a daily basis. These students are monitored for growth continuously.

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.

In every classroom, teachers focus on rigorous and engaging strategic, high quality, student-centered instruction that meets the needs of every student in the classroom. In addition, each teacher follows all 504s and IEPs for students who qualify for these plans. Teachers provide tutoring on a weekly basis as well as on an as-needed and as-requested basis.

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

All students at LFHS, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, and counseling services. Also, LFHS uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held

without being stigmatized or isolated. The counselor and assistant identify limited English proficient students upon enrollment. The ELL teacher reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ELL program. Regular education teachers receive detailed WIDA / ACCESS language proficiency information instructional strategy guidance and on-going instructional collaboration for ELL and migrant students. LEP students receive weekly classes to address language proficiency needs. Migrant tutoring is available for all tier levels of migrant students with tier 1 being first priority. Homeless students receive help through United Way and the McKinney-Vento Act.

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

All students at LFHS, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, and counseling services. Also, LFHS uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. The counselor and assistant identify limited English proficient students upon enrollment. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. A variety of services to all ELL students is provided, such as content area tutoring, pull-out ESL and pull-out for individual support. An ELL teacher provides services to all ELL students at LFHS. There is an interpreter available to communicate with the parents of ELL students if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The ELL teacher reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level, (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ELL program. Regular education teachers receive detailed WIDA / ACCESS language proficiency information instructional strategy guidance and on-going instructional collaboration for ELL and migrant students. LEP students receive weekly classes to address language proficiency needs. Migrant tutoring is available for all tier levels of migrant students with tier 1 being first priority. Homeless students receive help through the United Way and the McKinney-Vento Act.

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

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

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

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

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

Component 10: Evaluation (Sec.1114(b)(3)):

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

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

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

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

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

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

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

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

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	27.35

Provide the number of classroom teachers.

28.04

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1423093.0

Total

1,423,093.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	90467.0

Total

90,467.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	64622.0

Total

64,622.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	88488.0

Total

88,488.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54762.0

Total

54,762.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	9000.0

Total

9,000.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2700.0

Total

2,700.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

.02

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	988.62

Total

988.62

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	16081.8

Total

16,081.80

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2883.9

Total

2,883.90

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	41553.0

Provide a brief explanation and breakdown of expenses.

2070 - EL TEacher SUpplement

2000 - Library Media Center Support towards Literacy Support

968.00 Parent Involvement

9705.00 Nurse Supplement

3500 - Classroom Supplies

10891 - Technology in the classrooms

10800 Professional Development Support

267 - PST and Rti Support

1352 - Credit Recovery

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

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

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

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

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. (Sec. 1116(c)(4)(A)(B)(C))

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

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). (Sec.1116(d))

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

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

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

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

Parents will receive written explanations of state assessment scores along with the scores themselves. Parenting Day and individual parent conferences will allow further opportunities to discuss a child's academic achievement, the standards being tested, and the assessment itself. The Media Specialist periodically offers workshops to help orient parents to Google Classroom and the suite of Google Apps for Education and how they are used to educate and engage the students of LFHS.

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 ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

LFHS parents are very actively engaged in school athletic teams and events. Administrators, teachers and staff are working to increase parent engagement on an academic level; with a goal of meeting the level of athletic engagement. LFHS is a member of Cohort 10 of the A+ College Ready program and, in doing so, has increased the level of rigor in our classrooms. The jump in expectations has helped engage parents in a more academic focused conversation. All school personnel are encouraged to communicate with parents as often as possible. Every teacher has also committed to communicating with parents (either over the phone or via email) whose students have a D or an F at

progress and report card time. Further, teachers have committed to keeping in touch with parents whose students are doing well, too, or have any other academic concerns or celebrations. All communications are conducted in the student's home language per BCS policy. Translation services are provided at the district level.

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 ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

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

LFHS encourages parent involvement in all school activities. Parents are encouraged to participate in book fairs, summer library hours and book clubs, technology workshops, parenting days, college and military representative visits, college fairs, AP/LTF parent meetings/updates, awards days, and any other academic events held throughout the year. Parents also utilize the iNow parent portal to monitor student's grades and attendance. LFHS also partners with other schools in Blount County to provide a centralized Resource Center. This center provides resources for parents that can be check-out for home study as well resources that can be utilized at the center. The resource is staffed by an assistant who supports parents and teachers in checking out and utilizing materials available at the Resource Center.

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 ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

All communication with parents is conducted in the student's home language. Translation services are provided at a district level.

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 ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Parents are always welcomed and encouraged to participate in all activities at LFHS. Accommodations and assistance to participate is provided upon request to serve the individual needs of the parent(s) to whatever extent possible.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

All communication with parents is conducted in the student's home language. Translation services are provided at a district level. All parents are always welcomed and encouraged to participate in all activities at LFHS. Accommodations and assistance to participate is provided upon request to serve the individual needs of the parent(s) to whatever extent possible.