ACIP

Locust Fork Elementary 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?

Locust Fork Elementary School is a rural school located in Blount County, Alabama. The elementary school was established in 2001 due to an increase in population. Locust Fork School (K-12) branched off to form two separate schools Locust Fork High (7-12) and Locust Fork Elementary (K-6).

Currently, the elementary school is a K-6 school with approximately 502 students and has approximately 60% free and reduced lunches. The enrollment for Locust Fork Schools has declined over the past four years. This reduction in numbers is due to the expansion of Southeastern School from a K-8 school to a K-12 school. Locust Fork Schools share a campus and a lunchroom. The elementary and high school are divided by a set of double doors. The elementary and high school share a lunchroom; however, each school is equipped with their own gym.

The Locust Fork community consists of several small businesses such as a local pharmacy, dentist, legal office, bank, convenience stores, and various other local businesses. There is a community park located near the school. This park facilitates recreational sports such as baseball and softball for our community. Shopping areas are located more than 15 miles away.

Locust Fork Elementary consists of 46 faculty/staff members, 36 certificated faculty and 10 uncertified staff members. Locust Fork Elementary School has 26 regular education teachers, one counselor, one librarian, one instructional coach, one physical education teacher, two special education teachers, one speech pathologist, one assistant principal, and one principal. We have a part time teacher who serves students in Gifted and Talented Education and a part time teacher who serves students who are considered English Language Learners. A registered nurse serves both Locust Fork Elementary and Locust Fork High School. Of the 10 uncertified staff members, 6 work directly with students. Five serve as paraprofessionals and one is a half Title One Aide and half paraprofessional.

Our students come from various backgrounds and socioeconomic status. Students from Locust Fork Elementary vary from living with both parents, to living with a single parent, living with grandparents, living in foster care, or living with other friends and/or family members. Some students are even considered to be living in a homeless situation. There are a variety of free services for any family considered homeless. We also have district level and outside resources to serve students who have a mental illness or a background of abuse. We are located approximately 30 miles from Birmingham; therefore, some students we receive are very transit. Many of these transit students come to Locust Fork Elementary with an Individualized Education Plan.

Locust Fork Elementary serves the needs of students living in/around Blount County. Our programs are diverse, intentionally seeking to meet the needs of a varied student body. We have implemented a positive behavior support system that recognizes students for good character and leadership skills through "Caught Being a Real Hornet." Our faculty has established vertical Professional Learning Teams (PLT) in all subject areas in order to become experts in a subject area. Community and parent volunteers have been involved in PLTs by volunteering their time. Students are involved in PALS (Partnering at Locust Fork Schools). Students spend the last hour of PALS in self-selected clubs. This has been a positive change inside and outside our school community. All of our fifth grade students participate in the Too Good for Drugs Program which is led by our School Resource Officer. Students learn about the harmful effect of drugs, how to make good decisions, and how to deal with peer pressure. At the end of the program the students write an essay explaining what they have learned and the top two

essays are shared at an assembly. A student representative in grades 2-6 serve on a Student Council-Student Government Association. These students meet with administration and a faculty sponsor once a month to voice their ideas for school improvement. A parent advisory committee has been established in order to gain insights and ideas from parents. These parents meet monthly with administration to share ideas for school improvement.

The demographics for Locust Fork Elementary this school year are:

Male   51%

Female   49%

White   92%

Black   .03%

Other   .05%

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 Elementary consists of a team of professionals who are passionate about teaching children and strive to help all students become 21st Century learners.

The mission of Locust Fork Elementary School is to instill in students a sense of Hornet pride and a love of learning. We are dedicated to helping students sharpen their problem-solving skills by encouraging them to think critically as they solve real-world problems.

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.

Locust Fork Elementary School has several notable achievements. One of the greatest achievements over the past few years is in the area of awarded grants. Locust Fork Elementary has received many grants to impact student achievement and improve communication with the outside community. Grants have been awarded not only from the local Blount County Education Foundation Program but also from Cawaco. The grants received from the Blount County Education Foundation have provided funding for not only technology, but also AMSTI science kits, math manipulatives and instructional resources, library and classroom books, swings for the playground, and resources for College and Career Readiness Standards. A grant also provided funding for an electronic sign out front to increase home/school communication. To receive AMSTI training, we made a commitment to provide substitutes for professional development for both math and science training. Our superintendent provided funds for the substitutes and Locust Fork Elementary wrote various grants and voted to use funds from the Continuous Improvement Plan to purchase science kits which totaled over $20,000.00. These math and science kits have provided hands-on learning for all of our students. The benefits from this training and resources have been tremendous. Another notable achievement is the purchase of Chrome book Carts for grades 1-6.

Locust Fork Elementary has improved in both reading and math due to the ongoing professional development. In 2012, Locust Fork Elementary became an AMSTI school. Professional development in the area of Language Arts have consisted of Content Literacy, Literacy and Justice For All, Alabama Reading Initiative, ELA Common Core trainings by school, district, and state, vertical and grade level trainings, and professional learning teams. Math trainings have included AMSTI, Math Common Core trainings by school, district, and state, vertical and grade level trainings, and professional learning teams. In 2012, Locust Fork Elementary made a commitment to join the Instructional Coaching Pilot, Powerful Conversations Network and Key Leaders Network through Alabama Best Practices Center. This pilot has provided the necessary training and resources to both the instructional coach and principal in order to build leadership capacity and impact student achievement. This training is ongoing throughout the school years. The knowledge gained from attending various meetings and retreats has directly impacted our students. The infrastructure of Locust Fork Elementary has moved from an individualized atmosphere to a more collaborative partnership team approach. We were recognized for showing the most improved math scores in our district.

For the past few years, we have had an ambassador program that has been very successful. Students are nominated at the end of fifth grade. The students are required to write an essay and go through an interview process. Ten students are selected each year and serve as our school ambassadors throughout sixth grade. These student ambassadors are trained in soft skills which include greeting visitors, looking people in the eye, and representing our school with pride and integrity. As ambassadors, they are in charge of reaching out to the community by organizing and participating in community service projects and assist in our summer camps. Our sixth graders also have an opportunity to participate on the newspaper staff. The newspaper staff interviews students and writes articles about news at the school. Students in grades 2-6 are nominated by their peers and elected to serve on the Student Government Association. These students meet once a month to discuss ways in which to improve our school and community.

Over the last few years, we have been able to install a LCD projector, document camera, Interactive Whiteboards, a new computer in each regular education classroom, and provide updated computers in our labs. We have purchased IXL Learning, a systematic math program, Moby Max, and SPIRE to assist in Tier III intervention. In addition, we were able to create a new upper elementary lab for grades 4-6 which then enabled us to have a separate lab for K-3. We have also purchased ESGI, Splash Math, Reading Plus, Sadlier School ELA materials, and SPIRE Reading kits to meet our individual student learning needs.

LFES continues to implement CCRS and has implemented Scantron Performance and Achievement Series as a formative assessment in reading, math, and science in grades 1-6. Our final and most important goal is continuing to improve our school culture by meeting the needs of ALL of our students. We have a plan in place for our RTI, PST, and struggling students. Student Government Association and a Parent Advisory Committee have been established to help improve student leadership. We have also implemented a student advocacy program through PALS-Partnering at Locust Fork Schools. PALS day are held once every nine weeks. Students set goals and learn about their strengths and weaknesses by examining multiple sources of data. Students will lead their own data conference to parents and community members at the end of the year.

Additional Information

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

Locust Fork Elementary has been working on family engagement. One area in which we have been working on is improving the communication efforts between school and home. We have developed a Facebook page and have updated our website to inform parents of upcoming events. Our Facebook page offers parents and the outside community a snapshot of what is taking place on a daily basis within our school walls. This snapshot includes not only daily instructional activities but also a glimpse of our school culture by recognizing students for "Caught Being a Real Hornet" and the academic achievements of our students.

The results of our Parent Survey indicated that parents are willing to use technology to stay informed on their child's progress throughout the year.

90% had Internet Access

The written responses to the Emergency Call System (ECS) - One Call Now indicated that this is an excellent resource for notification of various events. Our district will be utilizing a different communication call system this year. Our school has also piloted the Raptor Ware Technologies to monitor outside visitors as a way to provide security and protection for our entire school community.

Remind 101 provides another form of communication with parents and the community. Text messages and/or emails are sent periodically to help parents stay informed.

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 Leadership Team's faculty members were selected by the principal. The members represented a variety of grade levels and content areas at Locust Fork Elementary. We wanted members who were invested in the improvement of our school. Therefore, the members selected had a child or a grandchild in the school. We selected three parent representatives. These parents serve on our PTSO. The Leadership Team met at Mrs. Williamson's house to begin conversations about improvements at Locust Fork Elementary. Roles and responsibilities were developed based on the member's strengths and abilities. We have conducted meetings in a variety of settings including: summer vacation, during and after school, and via emails. We have included more information to be disseminated through Remind 101 and the school website.

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

Instructional Leadership Team members:
Amy Williamson-Principal
Angie Calvert- Counselor
Belinda McCay- Instructional Coach
Debbie Landrum - Kindergarten
Barbara Roy - 1st grade
Angie Armstrong - 2nd grade
Wendy Smith- 3rd grade
Sonya Humber- 4th grade
Cathy Holly- 5th grade
Joanna McCay- 6th grade
Pam Branham- Special education
Tonya Gardner, Stephanie Holland, Beth Harper- Parent/Community Leader
The leadership team looked at our school's data and prioritized our students' weaknesses and needs. These weaknesses/ needs were then addressed in a strategic way. We looked at what has helped students be successful and what we need to improve to help students become more successful. The entire faculty had an opportunity to look at multiple data sources (ASPIRE - Spring 2017, DIBELS - 2017, Scantron - Fall 2017-18, PAR - 2017-18, Renaissance Place Reading/Math - Spring 2017), student grades, and results of weekly assessments) and the ideas of the Leadership Team. Mrs. Williamson emailed a copy of the plan so that everyone had the opportunity to share their thoughts and opinions.

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

The final copy of the Improvement Plan was placed on our school's website and a hard copy was placed in the office. Copies of the Improvement Plan were shared with parents at the first PTSO meeting, the Parent Information Meeting, and by email. One Call Now and Remind 101 were used to inform the parents about the locations of the Continuous Improvement Plan.

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	LFES Data Document to date is uploaded. National Norms were used for Scantron during planning. Science Data is not yet available. ALSDE has not released official data as of 8.30.18.	LFES 2018 Fall Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

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

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

50% of students were at or above the National Benchmark in fifth grade math.
64% of students were at or above the National Benchmark in sixth grade math.

45% of students in both third and fifth grade scored at or above the National Benchmark and our reading goal was 44%.

56% of students with special needs were at or above the National Benchmark in math.
49% of students with special needs were at or above the National Benchmark in reading.

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

Math scores have steadily increased over time and continue to increase. We have joined LDC and MDC to help continue the positive impact of math instruction for our students. Locust Fork Elementary has also joined LTF (Laying the Foundations) in order to improve 6th grade reading achievement.

Which area(s) indicate the overall highest performance?

Math continues to grow. 6th grade received the highest proficiency in Locust Fork Elementary scoring 64% proficient.

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

Special Education have shown an increase in math and reading achievement.

Between which subgroups is the achievement gap closing?

Special education and EL

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

The SCANTRON Performance Series assessment results are closely aligned to classroom performance and intervention data.

Areas in Need of Improvement

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

Reading achievement

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

This was the first year to administer SCANTRON Performance Series assessments. There are no prior SCANTRON data in order to compare previous years. However, third and fifth grade students were the only two grade levels to meet our school reading goal of 44%.

Which area(s) indicate the overall lowest performance?

Fourth and Sixth grade reading

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

EL shows a trend of students not scoring at proficient levels in reading.

Between which subgroups is the achievement gap becoming greater?

EL - LFES has gained new enrollment of students who do not have any prior English speaking skills.

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

EL data is consistent with other forms of data.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

3.75
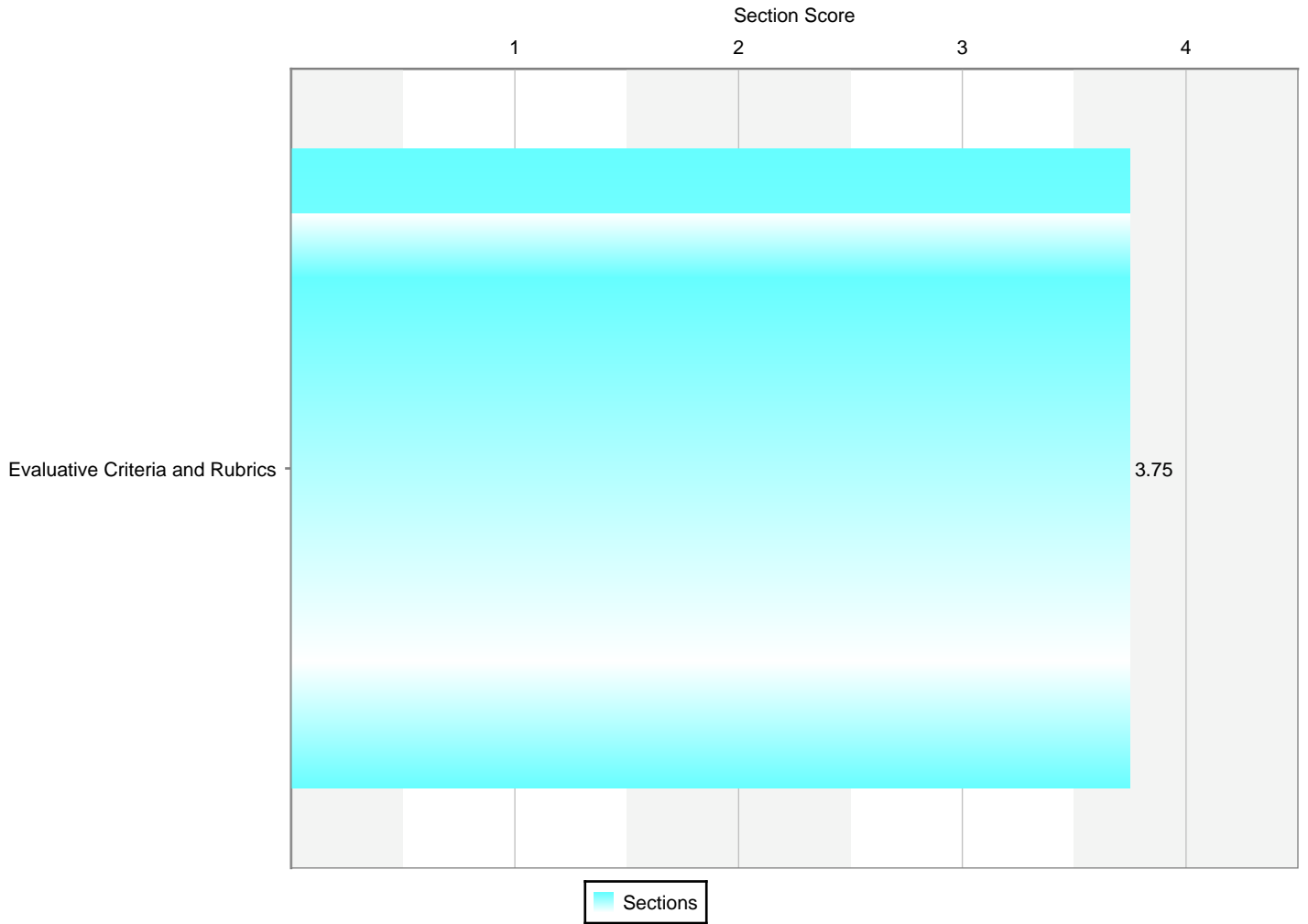
Sections

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	Our CIP Team is composed of administrators, reading coach, guidance counselor, special education teacher, grade level teachers, and parents. The CIP Team meet periodically to discuss Goals, Strategies, Action Steps, and the budget. The attachment is documentation of the CIP Team Budget meeting for the 2018-19 school year that was held in April 2018.	Budget Meeting Signatures

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		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	Amy Williamson, Principal Locust Fork Elementary 155 School Road Locust Fork, AL 35097 205-681-9512 cell 205-641-1723	Principal Signature

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		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		Home School 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 students at Locust Fork Elementary will show growth in reading.	Objectives: 1 Strategies: 3 Activities: 6	Academic	$49613
2	All students at Locust Fork Elementary will become proficient in math.	Objectives: 1 Strategies: 3 Activities: 5	Academic	$19569
3	All English learners will achieve language proficiency.	Objectives: 1 Strategies: 3 Activities: 3	Academic	$4827
4	Through PALS (Partnering at Locust Fork Schools) students will increase their ability to improve and explain their learning to others.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
5	All Faculty and Staff at Locust Fork Elementary will Collaborate to increase Parent and Family Engagement.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	$10695

Goal 1: All students at Locust Fork Elementary will show growth in reading.

Measurable Objective 1:

100% of All Students will collaborate to support an overall growth of 4% on all assessments in Reading by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Report..

Strategy 1:

Tier 1 Core Instruction in Reading - Locust Fork teachers will utilized the College and Career Readiness Standards to plan instruction by using a variety of fiction and nonfiction texts (Super Science, Dino Math, Scholastic News, Time for Kids, Social Studies Weekly) and other tools such as Comprehension Toolkit, SPIRE, and Sadlier Schools to increase the rigor of instruction, questioning, and assessment.

Grade 3 ELA teacher and Reading Specialist will participate in Alabama Reading Initiative meetings to deepen knowledge of the standards and to collaborate on strategies/Best Practices to ensure that our students receive high-quality Tier 1 core instruction.

Strategic teaching strategies will be implemented to increase student engagement in order to strengthen Tier 1 core reading instruction along with the support from the ARI specialist.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:

    Heinemann.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

    Bass.

Activity - Check for Understanding Throughout the Lesson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to online formative assessments from Sadlier Schools, data/usage reports from Moby Max, teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Instruction should be adjusted based on what these type activities reveal about student progress. Teachers will also utilize Weekly Writer (Virtual Village) to implement writing instruction and to assess each student's comprehension and writing abilities.	Academic Support Program	08/09/2017	05/24/2019	$25179	Title I Part A, Title I Part A	Administrators & Teachers

Activity - CCRS and Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the College and Career Readiness Language Arts Standards to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources (Time for Kids, Super Science, Dino Math, Scholastic News, Sadlier Schools, SPIRE, Comprehension Toolkit) to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process. Subs will be provided for professional learning teams.	Academic Support Program	08/09/2017	05/24/2019	$5401	Title I Part A, Title I Part A	Administrators & Teachers

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will focus on one academic vocabulary term weekly. The words are introduced over the intercom each morning and reinforced by teachers throughout the week. Vocabulary will be supported through library books and daily reading.	Academic Support Program	08/09/2017	05/24/2019	$3000	Title I Part A	Administrators and teachers

Strategy 2:

Tier 2 Intervention - Teachers will provide Tier 2 instruction on a daily basis to any student scoring below proficiency.Teachers will analyze daily student performance, weekly test results, and formative/summative results such as reports from Moby Max, Sadlier Schools, Scantron assessments, progress monitoring data, and PAR results. Struggling students may be referred to the Problem Solving Team (PST) for additional interventions and accommodations. Some specific strategies may include collaborative groups, hands-on manipulatives such as letter tiles, partner work, turn and talk, graphic organizers, visuals, and I do, we do, you do. Teachers will hold bi-weekly grade level team meetings. Local Indicator Activity 1 and 2.

Category: Develop/Implement Learning Supports

Research Cited: Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:

    Heinemann.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

    Bass.

Activity - Reading Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will provide small group instruction to all students daily to build mastery of foundational skills (accuracy, decoding, phonics, phonemic awareness, fluency, and vocabulary). 3-6 teachers will utilize Scantron or daily formative assessment to form groups that target specific skills or content.	Academic Support Program	08/09/2017	05/24/2019	$0	No Funding Required	Administrators, Teachers

Strategy 3:

Tier 3 Extension - Special education teachers, instructional aides and/ore classroom teachers will implement SPIRE or MindPlay, researched-based reading programs, on a daily basis. This program will provide explicit and systematic instruction and follow the format of I do, we do, y'all do, and you do lesson. Struggling students will manipulate letters and sounds to make words, blend words, and read words fluently in context.

Category: Develop/Implement Learning Supports

Research Cited: Shaywitz, S. (2008). Overcoming Dyslexia: A new science-based program for reading problems at any level. Vintage Books, NY.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-
    Bass.

Activity - Extended Reading Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional aide will support reading by implementing SPIRE to support students with special needs on a daily basis. The instructional aide will also incorporate reading skills through reader's theater and music for students in grades 3-6. Local Indicator Strategy 2, Action Step 3	Academic Support Program	08/09/2017	05/24/2019	$16033	Title I Part A	Administrators, Teachers, Paraprofessionals

Activity - EPS SPIRE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 Reading Support will be provided through the use of SPIRE, a scientifically-based researched reading program. SPIRE will also be utilized to meet the needs for students who have been screened for dyslexia tendencies and qualify to receive Tier 3 reading services.	Academic Support Program	08/09/2017	05/24/2019	$0	Title I Part A	Special education teachers and paraprofessionals, and/or Classroom teachers

Goal 2: All students at Locust Fork Elementary will become proficient in math.

Measurable Objective 1:

100% of All Students will collaborate to support growth of 4% on all assessments in Mathematics by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Report..

Strategy 1:

Tier 1 Core Instruction in Math - Teachers will implement College and Career Ready Math Standards. Math problem solving strategies and the Standards of Mathematical Practice will be utilized to increase student engagement, thus increasing student achievement. Students will be talking, writing, investigating, reading, and listening (TWIRL) within each math and/or science lesson. Integration of math and science will ensure students with special needs are given multiple strategies, tools,

and hands-on materials to achieve content mastery. With support from AMSTI Specialists, AMSTI Math and Science will focus on hands-on learning experiences for students to solve real life problems/situations. Strategic teaching strategies and Best Practices will be implemented to increase student engagement in order to strengthen Tier 1 core math instruction. The Daily 3 will provide students with opportunities to grow mathematically by building stamina and increasing student engagement. DreamBox Learning, Moby Max, Khan Academy, IXL, and Ten Marks software will be utilized to strengthen Tier 1 Core instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,

ME: Stenhouse & Pembroke.

Boushey, G. & Moser, J. (2014), The Daily 5. Markham, Ontario: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

Jersey: Pearson.

Activity - Check for Student Understanding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Data from Moby Max, DreamBox Learning, Khan Academy, IXL, and/or Ten Marks will also be utilized to determine student's strengths and weaknesses as well as help teachers plan and adjust instruction. Instruction should be adjusted based on what this formative data reveals about student progress. Teachers will use daily observations to make adjustments to the lesson and future lessons, plan for small group instruction, and determine remedial instruction for struggling students.	Academic Support Program	08/09/2017	05/24/2019	$19569	Title I Part A, Title I Part A, Title I Part A	Administrators and Teachers

Activity - CCRS and Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the College and Career Readiness Math Standards and Standards for Mathematical Practice to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process.	Academic Support Program	08/09/2017	05/24/2019	$0	Title I Part A	Administrators and Teachers

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The school will focus on one academic vocabulary term weekly. The words are introduced over the intercom each morning and reinforced by teachers throughout the week.	Academic Support Program	08/09/2017	05/24/2019	$0	Title I Schoolwide	Teachers and Administrators

Strategy 2:

Tier 2 Intervention - Teachers will provide Tier 2 instruction on a daily basis to any struggling student. Teachers will utilize Khan Academy, Ten Marks, IXL Learning, Xtra Math, and/or DreamBox Learning to provide additional math support. Teachers will analyze daily student performance, weekly test results, and formative/summative results such as Scantron assessments. Struggling students may be referred to the Problem Solving Team (PST) for additional interventions and accommodations. Strategies such as using graphics, charts, graphic organizers, manipulatives, experiential learning, and dry erase boards will be utilized in order to check for understanding.

Category: Develop/Implement Learning Supports

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,
    ME: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school
    mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New
    Jersey: Pearson.

Activity - Review of Data and Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use daily and weekly assessments to determine Tier 2 student needs. Teachers will utilize small group instruction on a daily basis to individualize specific areas of weaknesses among students.	Academic Support Program	08/09/2017	05/24/2019	$0	Title I Part A	Administrators and Teachers

Strategy 3:

Tier 3 Extension - Special Education teachers and/or instructional aides will provide daily support for struggling math students. These teachers will provide remediation using Scantron testing results. Teachers and aides may also use AMSTI math strategies and/or Touch Math to remediate struggling students in math weaknesses. Strategies such as graphics, charts, manipulatives, hands-on experiments, number lines, hundreds charts, explicit and systematic instruction, OGAP strategies, and graphic organizers will work to provide optimal learning experiences for struggling math students.

Category: Develop/Implement Learning Supports

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,
    ME: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

     mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

     Jersey: Pearson.

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers and/or instructional aides will support students who are deficient in skills through small group instruction for 30 minutes a day on a daily basis.	Academic Support Program	08/09/2017	05/24/2019	$0	No Funding Required	Adminstrators, Teachers, and Paraprofessionals

Goal 3: All English learners will achieve language proficiency.

Measurable Objective 1:

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

Strategy 1:

Tier 1 and Tier 2 EL Support - Classroom teachers will use a standards based approach to reading with EL support; such as, but not limited to CCRS on a daily basis for Tier 1 core reading instruction. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning. Strategic teaching strategies will be implemented to increase student engagement in order to strengthen Tier 1 core reading instruction. Waterford program will support EL students within the school day.

Category: Develop/Implement Learning Supports

Research Cited: Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

     Bass.

Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:

     Heinemann.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teacher will instruct EL students during whole group and small group instruction using a SBRR reading program which will include opportunities to practice and improve skills in all four language domains as well as comprehension. EL teacher will also support EL students.	Academic Support Program	08/09/2017	05/24/2018	$4827	Title I Part A	Administrators, Teachers, EL Teacher

Strategy 2:

Tier 1 Math Instruction - Teacher will use math program/tools such as Envisions, Investigations, DreamBox Learning on a daily basis to ensure math proficiency among all EL students. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

      mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

      Jersey: Pearson.

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use math resources to ensure math proficiency among all EL students. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning.	Academic Support Program	08/09/2017	05/24/2019	$0	No Funding Required	Administrators, Teachers, EL Teacher

Strategy 3:

EL Goal Setting - EL teacher, regular education teachers, and the Instructional Coach will collaborate to set individual goals for all EL students with closer examination of EL students who did not make AYP (0.5 gain on Access) the previous year. During the first months of school, goal setting meetings will take place in order to review and analyze each EL's comprehensive data.

Category: Develop/Implement Learning Supports

Research Cited: Hierck, T., Coleman, C., & Webber, C. (2011). Pyramid of behavior interventions: Seven keys to

      a positive learning environment. Bloomington, IN: Solution Tree Press.

Schmoker, M. (1999). Results. (2nd ed.). Alexandria, VA: ASCD.

Activity - Nine Week Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL teachers will monitor student progress each nine weeks by checking the individual EL student folders kept by the regular ed. teacher in the regular ed. classroom. Each folder should contain student work samples with appropriate accommodations marked and dated. Work samples should also reflect evidence of student goal objectives.	Academic Support Program	08/09/2017	05/24/2019	$0	No Funding Required	Administrators, Teachers, EL Teacher

Goal 4: Through PALS (Partnering at Locust Fork Schools) students will increase their ability to improve and explain their learning to others.

Measurable Objective 1:

collaborate to to improve students confidence in their ability to explain their learning to others by 05/24/2019 as measured by observation of student led conferences, and student participation in PALS..

Strategy 1:

PALS - Partnering at Locust Fork Schools - Students will meet monthly with their homeroom teacher. Students in grades 3-6 will also meet with their Club leader for one-two hours during PALS. Students will build positive relationships with their homeroom teacher and their Club leader in grades 3-6. Students will spend the day examining their individual data. Students will set academic and personal goals. Students will meet monthly during PALS to monitor their academic and personal goals and set new ones if needed.

Category: Develop/Implement Student and School Culture Program

Research Cited: Berger, R., Rugen, L. & Woodfin, L. (2014). Leaders of the their own learning: Transforming schools through student-engaged assessment. San Francisco, CA: Jossey-Bass

Activity - Student Portfolios	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PALS (school-wide Student Advocacy Day) will be held once each 9 weeks. Students in K-2 will remain with their homeroom teachers in order to spend the day in team building activities and students setting and monitoring academic and personal goals. Students in grades 3-6 will remain with their homeroom teachers from 7:50-12:30 in order to participate in team building activities as well as setting and monitoring academic and personal goals. Each student will be given a one-inch binder to serve as his/her individual student portfolio. These portfolios will contain the following formative/summative data: PAR - grades K-2 Scantron - grades 2-6 PNOA (Primary Number and Operations Assessment)- grades 1-2 Progress Reports - grades 1-6 Report Cards/Checklist - grades K-6 Students will also set academic and personal goals. Academic goals will be based on one or more forms of data. Personal goals will be established by each student.	Academic Support Program, Behavioral Support Program	08/09/2017	05/24/2019	$0	No Funding Required	Administrators and All Faculty and Staff

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

| PALS (school-wide Student Advocacy Day) will be held monthly. Students in K-2 will remain with their homeroom teachers in order to spend the day in team building activities and students setting and monitoring academic and personal goals. Students in grades 3-6 will remain with their homeroom teachers from 7:50-12:30 in order to participate in team building activities as well as setting and monitoring academic and personal goals. Students in grades 3-6 will spend the remaining school day 12:30-2:50 participating in clubs. Each available teacher/staff member will lead a student club. These clubs were developed by student interests. Students determined which club interested them. Students within a particular club group will build relationships with the club leader as well as students who share their common interests. | Parent Involvement, Academic Support Program, Behavioral Support Program, Community Engagement, Career Preparation/Orientation | 08/09/2017 | 05/24/2019 | $0 | No Funding Required | Administrators and all Faculty and Staff |

Goal 5: All Faculty and Staff at Locust Fork Elementary will Collaborate to increase Parent and Family Engagement.

Measurable Objective 1:

collaborate to maximize Parent and Family Engagement by 05/24/2019 as measured by participation by families in school activities, and feedback on AdvancEd surveys..

Strategy 1:

Increase Home/School Connection - The school community (faculty, administration, and staff) will work with the PTSO and community members to increase family engagement through a variety of outreach practices designed to increase student achievement.

Category: Implement Community Based Support and Intervention System

Research Cited: Hierck, T., Coleman, C., & Webber, C. (2011). Pyramid of behavior interventions: Seven keys to a positive learning environment. Bloomington, IN: Solution Tree Press.

Jolly, A. (2008). Team to teach: A facilitator's guide to professional learning teams. Oxford,

OH: National Staff Development Council

Knight, J. (2011). Unmistakeable impact: A partnership approach for dramtically improving

instruction. Thousands Oaks, CA: Corwin

Activity - Weekly Communication (Remind 101)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive text messages or emails regarding important communication from the school. The school also utilizes one call now for important information.	Parent Involvement	08/09/2017	05/24/2019	$0	No Funding Required	Administrator and Teachers

Activity - Encouraging Participation (Parent Information and Support)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided with information and support regarding how to help their child at home. Parents and School will build positive relationships through Student-led conferences, PTSO programs, and other in-school and out-of-school activities. Supplies for PTSO will be purchased to support the process.	Community Engagement	08/09/2017	05/24/2019	$1371	Title I Part A	Teachers and Administrators

Activity - Volunteer Outreach and Schedules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Locust Fork Elementary will provide information to parents and community members about volunteer opportunities. (Gifted Ed survey to all parents about expertise and or related skills that would benefit student learning)	Parent Involvement, Community Engagement	08/09/2017	05/24/2019	$0	Title I Part A	Teachers and Administration

Strategy 2:

District Support - All faculty and staff will work in collaboration with the District to provide parents with opportunities to be involved in their child's educational career.

Category: Implement Community Based Support and Intervention System

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

Activity - Communication with Parents/Guardians	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a Parent survey will be conducted and an involvement link will be provided on the Blount County Schools website.	Parent Involvement	08/09/2017	05/24/2019	$0	No Funding Required	District Level Parent Liaison, Administrator

Activity - Support for Administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be provided for the Federal Programs Information Session for all Title I schools as well as assistance regarding compliance with Title I law for Parental Involvement.	Parent Involvement	08/09/2017	05/24/2019	$0	No Funding Required	District Level Parent Liaison, Administrator

Activity - Medical Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school nurse will be employed to partner with parents and staff to maximize instructional time for each student.	Parent Involvement, Academic Support Program	08/08/2016	05/24/2019	$9324	Title I Part A, Title I Part A	Administrator, school nurse, all faculty

Activity - Migrant Home School Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The District employs a Migrant Home-School Liaison who supports in a variety of ways including but not limited to identification of families, professional development of teachers, meeting basic needs, summer supplemental services, medical referrals, and family literacy. Using the District EL Plan, parents whose native language is not English will be provided with progress notes and reports cards in a language they can understand.	Parent Involvement, Academic Support Program, Community Engagement	08/09/2017	05/24/2019	$0	No Funding Required	Migrant Home Liaison

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Vocabulary	The school will focus on one academic vocabulary term weekly. The words are introduced over the intercom each morning and reinforced by teachers throughout the week.	Academic Support Program	08/09/2017	05/24/2019	$0	Teachers and Administrators
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Nine Week Progress Monitoring	The EL teachers will monitor student progress each nine weeks by checking the individual EL student folders kept by the regular ed. teacher in the regular ed. classroom. Each folder should contain student work samples with appropriate accommodations marked and dated. Work samples should also reflect evidence of student goal objectives.	Academic Support Program	08/09/2017	05/24/2019	$0	Administrators, Teachers, EL Teacher
Weekly Communication (Remind 101)	Parents will receive text messages or emails regarding important communication from the school. The school also utilizes one call now for important information.	Parent Involvement	08/09/2017	05/24/2019	$0	Administrator and Teachers
Clubs	PALS (school-wide Student Advocacy Day) will be held monthly. Students in K-2 will remain with their homeroom teachers in order to spend the day in team building activities and students setting and monitoring academic and personal goals. Students in grades 3-6 will remain with their homeroom teachers from 7:50-12:30 in order to participate in team building activities as well as setting and monitoring academic and personal goals. Students in grades 3-6 will spend the remaining school day 12:30-2:50 participating in clubs. Each available teacher/staff member will lead a student club. These clubs were developed by student interests. Students determined which club interested them. Students within a particular club group will build relationships with the club leader as well as students who share their common interests.	Parent Involvement, Academic Support Program, Behavioral Support Program, Community Engagement, Career Preparation/Orientation	08/09/2017	05/24/2019	$0	Administrators and all Faculty and Staff

Instructional Strategies	Teacher will use math resources to ensure math proficiency among all EL students. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning.	Academic Support Program	08/09/2017	05/24/2019	$0	Administrators, Teachers, EL Teacher
Support for Administrators	Information will be provided for the Federal Programs Information Session for all Title I schools as well as assistance regarding compliance with Title I law for Parental Involvement.	Parent Involvement	08/09/2017	05/24/2019	$0	District Level Parent Liaison, Administrator
Migrant Home School Support	The District employs a Migrant Home-School Liaison who supports in a variety of ways including but not limited to identification of families, professional development of teachers, meeting basic needs, summer supplemental services, medical referrals, and family literacy. Using the District EL Plan, parents whose native language is not English will be provided with progress notes and reports cards in a language they can understand.	Parent Involvement, Academic Support Program, Community Engagement	08/09/2017	05/24/2019	$0	Migrant Home Liaison
Reading Remediation	K-3 teachers will provide small group instruction to all students daily to build mastery of foundational skills (accuracy, decoding, phonics, phonemic awareness, fluency, and vocabulary). 3-6 teachers will utilize Scantron or daily formative assessment to form groups that target specific skills or content.	Academic Support Program	08/09/2017	05/24/2019	$0	Administrators, Teachers
Communication with Parents/Guardians	A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a Parent survey will be conducted and an involvement link will be provided on the Blount County Schools website.	Parent Involvement	08/09/2017	05/24/2019	$0	District Level Parent Liaison, Administrator
Instructional Support	Special Education teachers and/or instructional aides will support students who are deficient in skills through small group instruction for 30 minutes a day on a daily basis.	Academic Support Program	08/09/2017	05/24/2019	$0	Adminstrators, Teachers, and Paraprofessionals

Student Portfolios	PALS (school-wide Student Advocacy Day) will be held once each 9 weeks. Students in K-2 will remain with their homeroom teachers in order to spend the day in team building activities and students setting and monitoring academic and personal goals. Students in grades 3-6 will remain with their homeroom teachers from 7:50-12:30 in order to participate in team building activities as well as setting and monitoring academic and personal goals. Each student will be given a one-inch binder to serve as his/her individual student portfolio. These portfolios will contain the following formative/summative data: PAR - grades K-2 Scantron - grades 2-6 PNOA (Primary Number and Operations Assessment)- grades 1-2 Progress Reports - grades 1-6 Report Cards/Checklist - grades K-6 Students will also set academic and personal goals. Academic goals will be based on one or more forms of data. Personal goals will be established by each student.	Academic Support Program, Behavioral Support Program	08/09/2017	05/24/2019	$0	Administrators and All Faculty and Staff
			Total		$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Review of Data and Collaboration	Teachers will use daily and weekly assessments to determine Tier 2 student needs. Teachers will utilize small group instruction on a daily basis to individualize specific areas of weaknesses among students.	Academic Support Program	08/09/2017	05/24/2019	$0	Administrators and Teachers
Medical Services	A school nurse will be employed to partner with parents and staff to maximize instructional time for each student.	Parent Involvement, Academic Support Program	08/08/2016	05/24/2019	$8824	Administrator, school nurse, all faculty
Academic Vocabulary	The school will focus on one academic vocabulary term weekly. The words are introduced over the intercom each morning and reinforced by teachers throughout the week. Vocabulary will be supported through library books and daily reading.	Academic Support Program	08/09/2017	05/24/2019	$3000	Administrators and teachers
Volunteer Outreach and Schedules	Locust Fork Elementary will provide information to parents and community members about volunteer opportunities. (Gifted Ed survey to all parents about expertise and or related skills that would benefit student learning)	Parent Involvement, Community Engagement	08/09/2017	05/24/2019	$0	Teachers and Administration

CCRS and Depth of Knowledge	Teachers will utilize the College and Career Readiness Language Arts Standards to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources (Time for Kids, Super Science, Dino Math, Scholastic News, Sadlier Schools, SPIRE, Comprehension Toolkit) to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process. Subs will be provided for professional learning teams.	Academic Support Program	08/09/2017	05/24/2019	$1000	Administrators & Teachers
Extended Reading Opportunities	Instructional aide will support reading by implementing SPIRE to support students with special needs on a daily basis. The instructional aide will also incorporate reading skills through reader's theater and music for students in grades 3-6. Local Indicator Strategy 2, Action Step 3	Academic Support Program	08/09/2017	05/24/2019	$16033	Administrators, Teachers, Paraprofessionals
Check for Student Understanding	Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Data from Moby Max, DreamBox Learning, Khan Academy, IXL, and/or Ten Marks will also be utilized to determine student's strengths and weaknesses as well as help teachers plan and adjust instruction. Instruction should be adjusted based on what this formative data reveals about student progress. Teachers will use daily observations to make adjustments to the lesson and future lessons, plan for small group instruction, and determine remedial instruction for struggling students.	Academic Support Program	08/09/2017	05/24/2019	$10000	Administrators and Teachers
Small Group Instruction	Classroom teacher will instruct EL students during whole group and small group instruction using a SBRR reading program which will include opportunities to practice and improve skills in all four language domains as well as comprehension. EL teacher will also support EL students.	Academic Support Program	08/09/2017	05/24/2018	$4827	Administrators, Teachers, EL Teacher
CCRS and Depth of Knowledge	Teachers will utilize the College and Career Readiness Math Standards and Standards for Mathematical Practice to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process.	Academic Support Program	08/09/2017	05/24/2019	$0	Administrators and Teachers
Encouraging Participation (Parent Information and Support)	Parents will be provided with information and support regarding how to help their child at home. Parents and School will build positive relationships through Student-led conferences, PTSO programs, and other in-school and out-of-school activities. Supplies for PTSO will be purchased to support the process.	Community Engagement	08/09/2017	05/24/2019	$1371	Teachers and Administrators

CCRS and Depth of Knowledge	Teachers will utilize the College and Career Readiness Language Arts Standards to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources (Time for Kids, Super Science, Dino Math, Scholastic News, Sadlier Schools, SPIRE, Comprehension Toolkit) to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process. Subs will be provided for professional learning teams.	Academic Support Program	08/09/2017	05/24/2019	$4401	Administrators & Teachers
Check for Understanding Throughout the Lesson	Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to online formative assessments from Sadlier Schools, data/usage reports from Moby Max, teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Instruction should be adjusted based on what these type activities reveal about student progress. Teachers will also utilize Weekly Writer (Virtual Village) to implement writing instruction and to assess each student's comprehension and writing abilities.	Academic Support Program	08/09/2017	05/24/2019	$20169	Administrators & Teachers
EPS SPIRE	Tier 3 Reading Support will be provided through the use of SPIRE, a scientifically-based researched reading program. SPIRE will also be utilized to meet the needs for students who have been screened for dyslexia tendencies and qualify to receive Tier 3 reading services.	Academic Support Program	08/09/2017	05/24/2019	$0	Special education teachers and paraprofessionals, and/or Classroom teachers
Check for Student Understanding	Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Data from Moby Max, DreamBox Learning, Khan Academy, IXL, and/or Ten Marks will also be utilized to determine student's strengths and weaknesses as well as help teachers plan and adjust instruction. Instruction should be adjusted based on what this formative data reveals about student progress. Teachers will use daily observations to make adjustments to the lesson and future lessons, plan for small group instruction, and determine remedial instruction for struggling students.	Academic Support Program	08/09/2017	05/24/2019	$2569	Administrators and Teachers
Medical Services	A school nurse will be employed to partner with parents and staff to maximize instructional time for each student.	Parent Involvement, Academic Support Program	08/08/2016	05/24/2019	$500	Administrator, school nurse, all faculty

ACIP

Locust Fork Elementary School

Check for Understanding Throughout the Lesson	Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to online formative assessments from Sadlier Schools, data/usage reports from Moby Max, teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Instruction should be adjusted based on what these type activities reveal about student progress. Teachers will also utilize Weekly Writer (Virtual Village) to implement writing instruction and to assess each student's comprehension and writing abilities.	Academic Support Program	08/09/2017	05/24/2019	$5010	Administrators & Teachers
Check for Student Understanding	Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Data from Moby Max, DreamBox Learning, Khan Academy, IXL, and/or Ten Marks will also be utilized to determine student's strengths and weaknesses as well as help teachers plan and adjust instruction. Instruction should be adjusted based on what this formative data reveals about student progress. Teachers will use daily observations to make adjustments to the lesson and future lessons, plan for small group instruction, and determine remedial instruction for struggling students.	Academic Support Program	08/09/2017	05/24/2019	$7000	Administrators and Teachers
				Total	$84704	

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	I have attached the parent survey results.	LFES Title I Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

LFES encourages parents to be involved in their child's education.

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

Communication efforts between home and school continue to increase with Facebook, Remind 101, One Call Now, INOW, and website.

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

We continue to show improvement in home-school communication. Parents are more informed in a variety of ways that are convenient for them.

Areas in Need of Improvement

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

Parent's lowest scores were about knowing why LFES was a Title One School. LFES holds a Federal Programs Title One Meeting every year in order to communicate our Title One status. That meeting is held at night when it is more convenient for working parents to attend; however, attendance at this meeting has been low. In order for parents to receive more communication about Title One, we are sending more frequent information through Remind 101.

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

Parents seem interested in how to help their child be more successful in reading and math and do not know how to accomplish that interest. LFES has purchased many programs that can be accessed at home (IXL Learning, Moby Max, and Sadlier Schools) through internet. According to the survey results, over 90% of parents claim to have internet connection at home.

What are the implications for these stakeholder perceptions?

LFES is always looking for better ways to communicate with our parents and help parents discover tools and resources to help their child at home. LFES knows and understands that it takes a partnership between home and school for children to be the most successful in school.

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

These survey results are consistent with prior parent surveys.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 4
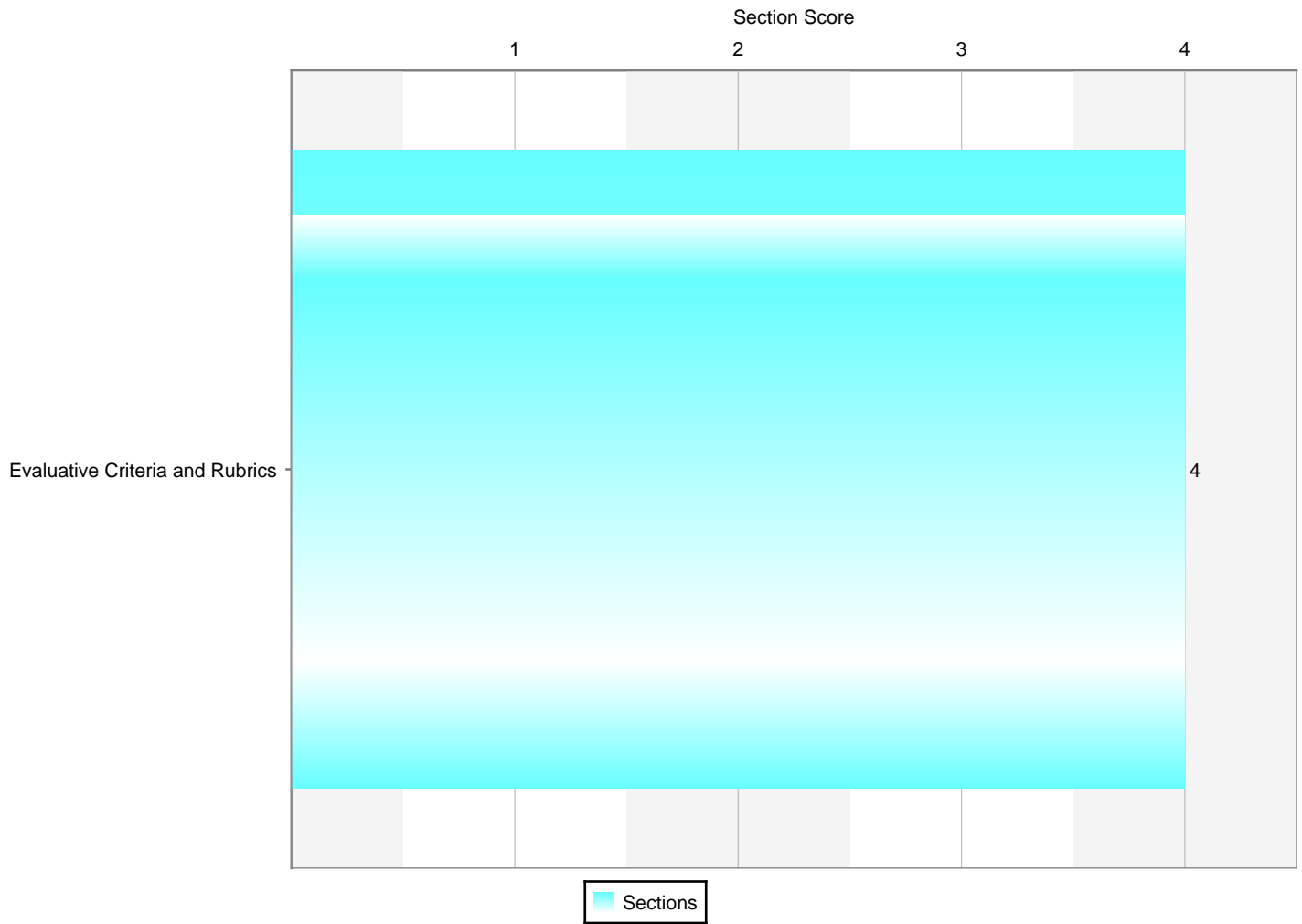
Sections

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?

Since the Alabama State Department of Education has determined that the ASPIRE test no longer fits our public education system, Locust Fork Elementary administered the SCANTRON Performance Series Reading, Math, and Science test this fall. LFES has opted to take these assessments three times a year, fall, winter and spring. Struggling students may take additional assessments as needed usually once a month for the Problem Solving Team (PST) to analyze and review. Data meetings for grades K-6 are held monthly. These meetings consist of reviewing and analyzing multiple data to determine students' strengths and weaknesses. Such assessments include PAR, progress monitoring, SCANTRON, IXL Learning, MindPlay, SPIRE, Khan Academy reports, and weekly assessment results. Progress reports are reviewed by the principal every 4 ½ weeks to determine student needs and/or concerns. In May 2018, we conducted a school-wide survey for teachers. Teachers were asked questions about the CIP and were given the opportunity to keep, change, or remove goals and activities.

What were the results of the comprehensive needs assessment?

K-2 PAR testing and 3-6 SCANTRON assessment results yield needs for improvement in literacy development, such as rapid naming fluency, phonemic awareness, fluency, and vocabulary development. A review of the SCANTRON Performance Series reading and math test will help determine specific students who are scoring below grade level. Additional Tier 2 and possibly Tier 3 support will be given to those students scoring below proficiency. Our survey data from teachers indicated that we should keep our most of our goals and activities the same with the exception of the strategies and action steps we have achieved.

What conclusions were drawn from the results?

A focus on grades 3-6 has resulted in a gain in math. More professional development in grades K-3 is needed to provide teachers with instructional tools to increase reading and math achievement in the lower grades. The instructional coach will focus her attention on providing hands-on professional development to K-2 teachers. 1st and 2nd grade teachers will implement a new reading program, Benchmark Literacy, in an effort to strengthen decoding and comprehension skills. All grades will focus on foundational skills by providing small group instruction. LFES plans to purchase an addition reading resource, Reading Plus for 3rd-6th grades. This will target on, above, and struggling readers.

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

PAR results revealed the need to focus on foundational skills in grades k-2. K-2 teachers have been trained in Benchmark Literacy and will continue to receive ongoing training throughout the year. Teachers will use explicit and systematic small group instruction based on the Title I Schoolwide Diagnostic. Locust Fork Elementary School analyzes individual student miscues and needs. SCANTRON Performance Series assessment results yielded a large deficiency in fourth and sixth grade reading. The raw data indicates a high number of students missing foundational skills. 3-6 grades will provide opportunities for small group instruction. Another area of focus at Locust Fork Elementary is formative assessments, standards based instruction, and student questioning and discourse . PLTs will focus on formative assessments, learning targets and student questioning.

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

Our Tier 1 goal for reading and math is our students will show at least 2% growth by the end of the year. In order to accomplish these goals, Tier 2 and Tier 3 goals have been written to ensure that struggling students receive intervention to remediate foundational skills. The ELL goal has been written to ensure ELL students achieve language proficiency. All ELL students will receive Tier 1 core instruction from the classroom teacher. An ELL specialist will provide ELL services to ELL students to ensure their learning goals are met by the end of the year. A school nurse is employed to help minimize checkouts and increase our attendance rate. Students must be present at school in order to learn and achieve proficiency. Parents are encouraged to partner with the school in a variety of ways such as volunteering opportunities, PLT meetings, Parent Advisory Committee, and PTSO meetings. These meetings are held monthly and revolve around student achievement. Student Council has given students an opportunity to have a voice in local school decisions. A student advocacy plan has been implemented to ensure that all students have at least one adult advocate in the building. Our local indicator will continue to focus on Family Engagement.

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

The goals portray a clear and detailed analysis of multiple types of data such as SCANTRON Performance Series Reading and Math tests, PAR test for K-2, previous ASPIRE, Renaissance Place tests, and DIBELS NEXT, as well as progress monitoring, weekly assessments, and background information regarding student's family and home life. Each source of data is analyzed to create a picture of the whole child. Once a picture is created, student strengths and weaknesses are examined to determine next steps in helping each child reach proficiency.

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

Each goal is written for an increase of all students achieving at or above grade-level proficiency by the end of the year. Special consideration is given to any student including those with special learning needs and At-Risk. These needs are addressed in Tier 2 and Tier 3 strategies and action steps. There is a scheduled school-wide intervention in order to meet the needs of struggling students and students who have been screened and identified as having dyslexia tendencies.

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:

Engage and empower the learner through technology.

Measurable Objective 1:

40% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a behavior of sound understanding of technology concepts, systems and operations in Mathematics by 05/25/2018 as measured by increased scores on Performance Seriese reports.

Strategy1:

Digital tools - Teachers will utilize interactive boards, LCD projectors, and document cameras to support a variety of styles for students. These will be used to increase student engagement for at-risk students. Level of student engagement can be noted in walk through observations by the level of student conversation and active participation.

Category:

Research Cited: (NETS-S 6, CCRS Literacy Standards, Plan 2020 p.14, 54)

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Chromebooks through individualized instruction, reinforcing skills, and remediation with the use of these devices.	Technology	08/01/2017	05/22/2020	$8000 - General Fund	Becky Canoles, Wendi Smith, Sonya Roberts, Joanna McCay, Cathy Holley

Activity - Forte Keyboarding Mobile Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Fortes as seen in their writing and keyboarding skills.	Technology	08/01/2016	05/22/2020	$4200 - District Funding	Becky Canoles, Wendi Smith, Kristen Ingram

Activity - Interactives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize MobyMax along with an interactive board/ interwrite tablet to use the virtual tools to allow students to manipulate different math tools such as place value blocks to develop and practice the concept of place value. (Purchase additional interactive boards to strengthen core instruction)	Academic Support Program	08/01/2016	05/22/2020	$13000 - Title I Schoolwide $1268 - Title I Schoolwide	K-6 Math teachers and Technology coach

Measurable Objective 2:

10% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of sound understanding of technology concepts, systems, and operations in Mathematics by 05/25/2018 as measured by increased scores on Performance Series reports.

Strategy1:

Real-Life Experiences - Teachers will use technology and resources to provide standards-based instruction in authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning. Resources needed: access to computers in lab, library, or classroom. This will be monitored during walk-throughs at local schools.

Category:

Research Cited: Alsde: Alabama college and career ready initiative (alabama common core standards). (n.d.). Retrieved from http://www.alsde.edu/home/General/alccs.aspx

Activity - Math Software Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use instructional activities and tools from AMSTI, MobyMax, Renaissance Place, and A+ Software. These activities will increase student engagement in math problem solving strategies and the Standards of Mathematical Practice thus increasing student achievement.	Academic Support Program	08/01/2016	05/01/2019	$0 - No Funding Required	Classroom teachers, instructional aids, Instructional Coach, Special Education teachers

Strategy2:

Digital tools - Teachers will utilize interactive boards, LCD projectors, and document cameras to support a variety of styles for students. These will be used to increase student engagement for at-risk students. Level of student engagement can be noted in walk through observations by the level of student conversation and active participation.

Category:

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Activity - Forte Keyboarding Mobile Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Fortes as seen in their writing and keyboarding skills.	Technology	08/01/2016	05/22/2020	$4200 - District Funding	Becky Canoles, Wendi Smith, Kristen Ingram

Goal 2:

All students at Locust Fork Elementary will show growth in reading.

Measurable Objective 1:

100% of All Students will collaborate to support an overall growth of 4% on all assessments in Reading by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Report..

Strategy1:

Tier 1 Core Instruction in Reading - Locust Fork teachers will utilized the College and Career Readiness Standards to plan instruction by using a variety of fiction and nonfiction texts (Super Science, Dino Math, Scholastic News, Time for Kids, Social Studies Weekly) and other tools such as Comprehension Toolkit, SPIRE, and Sadlier Schools to increase the rigor of instruction, questioning, and assessment.

Grade 3 ELA teacher and Reading Specialist will participate in Alabama Reading Initiative meetings to deepen knowledge of the standards and to collaborate on strategies/Best Practices to ensure that our students receive high-quality Tier 1 core instruction.

Strategic teaching strategies will be implemented to increase student engagement in order to strengthen Tier 1 core reading instruction along with the support from the ARI specialist.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:
Heinemann.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-
Bass.

Activity - CCRS and Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the College and Career Readiness Language Arts Standards to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources (Time for Kids, Super Science, Dino Math, Scholastic News, Sadlier Schools, SPIRE, Comprehension Toolkit) to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process. Subs will be provided for professional learning teams.	Academic Support Program	08/09/2017	05/24/2019	$4401 - Title I Part A $1000 - Title I Part A	Administrators & Teachers

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will focus on one academic vocabulary term weekly. The words are introduced over the intercom each morning and reinforced by teachers throughout the week. Vocabulary will be supported through library books and daily reading.	Academic Support Program	08/09/2017	05/24/2019	$3000 - Title I Part A	Administrators and teachers

Activity - Check for Understanding Throughout the Lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to online formative assessments from Sadlier Schools, data/usage reports from Moby Max, teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Instruction should be adjusted based on what these type activities reveal about student progress. Teachers will also utilize Weekly Writer (Virtual Village) to implement writing instruction and to assess each student's comprehension and writing abilities.	Academic Support Program	08/09/2017	05/24/2019	$5010 - Title I Part A $20169 - Title I Part A	Administrators & Teachers

Strategy2:

Tier 2 Intervention - Teachers will provide Tier 2 instruction on a daily basis to any student scoring below proficiency.Teachers will analyze daily student performance, weekly test results, and formative/summative results such as reports from Moby Max, Sadlier Schools, Scantron assessments, progress monitoring data, and PAR results. Struggling students may be referred to the Problem Solving Team (PST) for additional interventions and accommodations. Some specific strategies may include collaborative groups, hands-on manipulatives such as letter tiles, partner work, turn and talk, graphic organizers, visuals, and I do, we do, you do. Teachers will hold bi-weekly grade level team meetings. Local Indicator Activity 1 and 2.

Category: Develop/Implement Learning Supports

Research Cited: Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:

Heinemann.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

Bass.

Activity - Reading Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will provide small group instruction to all students daily to build mastery of foundational skills (accuracy, decoding, phonics, phonemic awareness, fluency, and vocabulary). 3-6 teachers will utilize Scantron or daily formative assessment to form groups that target specific skills or content.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers

Strategy3:

Tier 3 Extension - Special education teachers, instructional aides and/ore classroom teachers will implement SPIRE or MindPlay,

researched-based reading programs, on a daily basis. This program will provide explicit and systematic instruction and follow the format of I

do, we do, y'all do, and you do lesson. Struggling students will manipulate letters and sounds to make words, blend words, and read words

fluently in context.

Category: Develop/Implement Learning Supports

Research Cited: Shaywitz, S. (2008). Overcoming Dyslexia: A new science-based program for reading problems at any level. Vintage Books,

NY.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

Bass.

Activity - EPS SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 Reading Support will be provided through the use of SPIRE, a scientifically-based researched reading program. SPIRE will also be utilized to meet the needs for students who have been screened for dyslexia tendencies and qualify to receive Tier 3 reading services.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Part A	Special education teachers and paraprofessionals, and/or Classroom teachers

Activity - Extended Reading Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional aide will support reading by implementing SPIRE to support students with special needs on a daily basis. The instructional aide will also incorporate reading skills through reader's theater and music for students in grades 3-6. Local Indicator Strategy 2, Action Step 3	Academic Support Program	08/09/2017	05/24/2019	$16033 - Title I Part A	Administrators, Teachers, Paraprofessionals

Goal 3:

All students at Locust Fork Elementary will become proficient in math.

Measurable Objective 1:

100% of All Students will collaborate to support growth of 4% on all assessments in Mathematics by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Report..

Strategy1:

Tier 2 Intervention - Teachers will provide Tier 2 instruction on a daily basis to any struggling student. Teachers will utilize Khan Academy, Ten Marks, IXL Learning, Xtra Math, and/or DreamBox Learning to provide additional math support. Teachers will analyze daily student performance, weekly test results, and formative/summative results such as Scantron assessments. Struggling students may be referred to the Problem Solving Team (PST) for additional interventions and accommodations. Strategies such as using graphics, charts, graphic organizers, manipulatives, experiential learning, and dry erase boards will be utilized in order to check for understanding.

Category: Develop/Implement Learning Supports

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,

ME: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

Jersey: Pearson.

Activity - Review of Data and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use daily and weekly assessments to determine Tier 2 student needs. Teachers will utilize small group instruction on a daily basis to individualize specific areas of weaknesses among students.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Part A	Administrators and Teachers

Strategy2:

Tier 1 Core Instruction in Math - Teachers will implement College and Career Ready Math Standards. Math problem solving strategies and the Standards of Mathematical Practice will be utilized to increase student engagement, thus increasing student achievement. Students will be talking, writing, investigating, reading, and listening (TWIRL) within each math and/or science lesson. Integration of math and science will ensure students with special needs are given multiple strategies, tools, and hands-on materials to achieve content mastery. With support from AMSTI Specialists, AMSTI Math and Science will focus on hands-on learning experiences for students to solve real life problems/situations. Strategic teaching strategies and Best Practices will be implemented to increase student engagement in order to strengthen Tier 1 core math instruction. The Daily 3 will provide students with opportunities to grow mathematically by building stamina and increasing student engagement. DreamBox Learning, Moby Max, Khan Academy, IXL, and Ten Marks software will be utilized to strengthen Tier 1 Core instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,

ME: Stenhouse & Pembroke.

Boushey, G. & Moser, J. (2014), The Daily 5. Markham, Ontario: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

    mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

    Jersey: Pearson.

Activity - Check for Student Understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Data from Moby Max, DreamBox Learning, Khan Academy, IXL, and/or Ten Marks will also be utilized to determine student's strengths and weaknesses as well as help teachers plan and adjust instruction. Instruction should be adjusted based on what this formative data reveals about student progress. Teachers will use daily observations to make adjustments to the lesson and future lessons, plan for small group instruction, and determine remedial instruction for struggling students.	Academic Support Program	08/09/2017	05/24/2019	$7000 - Title I Part A $10000 - Title I Part A $2569 - Title I Part A	Administrators and Teachers

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will focus on one academic vocabulary term weekly. The words are introduced over the intercom each morning and reinforced by teachers throughout the week.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Schoolwide	Teachers and Administrators

Activity - CCRS and Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the College and Career Readiness Math Standards and Standards for Mathematical Practice to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Part A	Administrators and Teachers

Strategy3:

Tier 3 Extension - Special Education teachers and/or instructional aides will provide daily support for struggling math students. These

teachers will provide remediation using Scantron testing results. Teachers and aides may also use AMSTI math strategies and/or Touch

Math to remediate struggling students in math weaknesses. Strategies such as graphics, charts, manipulatives, hands-on experiments,

number lines, hundreds charts, explicit and systematic instruction, OGAP strategies, and graphic organizers will work to provide optimal

learning experiences for struggling math students.

Category: Develop/Implement Learning Supports

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,

ME: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

Jersey: Pearson.

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers and/or instructional aides will support students who are deficient in skills through small group instruction for 30 minutes a day on a daily basis.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Adminstrators, Teachers, and Paraprofessionals

Goal 4:

All English learners will achieve language proficiency.

Measurable Objective 1:

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

Strategy1:

Tier 1 Math Instruction - Teacher will use math program/tools such as Envisions, Investigations, DreamBox Learning on a daily basis to ensure math proficiency among all EL students. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

Jersey: Pearson.

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use math resources to ensure math proficiency among all EL students. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers, EL Teacher

Strategy2:

EL Goal Setting - EL teacher, regular education teachers, and the Instructional Coach will collaborate to set individual goals for all EL

students with closer examination of EL students who did not make AYP (0.5 gain on Access) the previous year. During the first months of

school, goal setting meetings will take place in order to review and analyze each EL's comprehensive data.

Category: Develop/Implement Learning Supports

Research Cited: Hierck, T., Coleman, C., & Webber, C. (2011). Pyramid of behavior interventions: Seven keys to

a positive learning environment. Bloomington, IN: Solution Tree Press.

Schmoker, M. (1999). Results. (2nd ed.). Alexandria, VA: ASCD.

Activity - Nine Week Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL teachers will monitor student progress each nine weeks by checking the individual EL student folders kept by the regular ed. teacher in the regular ed. classroom. Each folder should contain student work samples with appropriate accommodations marked and dated. Work samples should also reflect evidence of student goal objectives.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers, EL Teacher

Strategy3:

Tier 1 and Tier 2 EL Support - Classroom teachers will use a standards based approach to reading with EL support; such as, but not limited

to CCRS on a daily basis for Tier 1 core reading instruction. Teachers will use scaffolding techniques and WIDA strategies to ensure EL

students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize

their thoughts, ideas, and learning. Strategic teaching strategies will be implemented to increase student engagement in order to strengthen

Tier 1 core reading instruction. Waterford program will support EL students within the school day.

Category: Develop/Implement Learning Supports

Research Cited: Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

Bass.

Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:

Heinemann.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teacher will instruct EL students during whole group and small group instruction using a SBRR reading program which will include opportunities to practice and improve skills in all four language domains as well as comprehension. EL teacher will also support EL students.	Academic Support Program	08/09/2017	05/24/2018	$4827 - Title I Part A	Administrators, Teachers, EL Teacher

Goal 5:

Through PALS (Partnering at Locust Fork Schools) students will increase their ability to improve and explain their learning to others.

Measurable Objective 1:

collaborate to to improve students confidence in their ability to explain their learning to others by 05/24/2019 as measured by observation of student led conferences, and student participation in PALS..

Strategy1:

PALS - Partnering at Locust Fork Schools - Students will meet monthly with their homeroom teacher. Students in grades 3-6 will also meet with their Club leader for one-two hours during PALS. Students will build positive relationships with their homeroom teacher and their Club leader in grades 3-6. Students will spend the day examining their individual data. Students will set academic and personal goals. Students will meet monthly during PALS to monitor their academic and personal goals and set new ones if needed.

Category: Develop/Implement Student and School Culture Program

Research Cited: Berger, R., Rugen, L. & Woodfin, L. (2014). Leaders of the their own learning: Transforming schools through student-engaged assessment. San Francisco, CA: Jossey-Bass

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PALS (school-wide Student Advocacy Day) will be held monthly. Students in K-2 will remain with their homeroom teachers in order to spend the day in team building activities and students setting and monitoring academic and personal goals. Students in grades 3-6 will remain with their homeroom teachers from 7:50-12:30 in order to participate in team building activities as well as setting and monitoring academic and personal goals. Students in grades 3-6 will spend the remaining school day 12:30-2:50 participating in clubs. Each available teacher/staff member will lead a student club. These clubs were developed by student interests. Students determined which club interested them. Students within a particular club group will build relationships with the club leader as well as students who share their common interests.	Career Preparation/ Orientation Community Engagement Parent Involvement Academic Support Program Behavioral Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators and all Faculty and Staff

Activity - Student Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PALS (school-wide Student Advocacy Day) will be held once each 9 weeks. Students in K-2 will remain with their homeroom teachers in order to spend the day in team building activities and students setting and monitoring academic and personal goals. Students in grades 3-6 will remain with their homeroom teachers from 7:50-12:30 in order to participate in team building activities as well as setting and monitoring academic and personal goals. Each student will be given a one-inch binder to serve as his/her individual student portfolio. These portfolios will contain the following formative/summative data: PAR - grades K-2 Scantron - grades 2-6 PNOA (Primary Number and Operations Assessment)- grades 1-2 Progress Reports - grades 1-6 Report Cards/Checklist - grades K-6 Students will also set academic and personal goals. Academic goals will be based on one or more forms of data. Personal goals will be established by each student.	Academic Support Program Behavioral Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators and All Faculty and Staff

Goal 6:

Attendance will increase at Locust Fork Elementary.

Measurable Objective 1:

collaborate to improve students' daily attendance rate by 05/24/2019 as measured by end of year reports.

Strategy1:

Student Health Support - A school nurse will be utilized to minimize student absences. A school nurse will assess students when necessary to determine their health status. Health screenings will be administered yearly to identify students will health concerns.

Category: Develop/Implement Learning Supports

Research Cited: Hierck, T., Coleman, C., & Webber, C. (2011). Pyramid of behavior interventions: Seven keys to

a positive learning environment. Bloomington, IN: Solution Tree Press.

Jolly, A. (2008). Team to teach: A facilitator's guide to professional learning teams. Oxford,

OH: National Staff Development Council

Knight, J. (2011). Unmistakeable impact: A partnership approach for dramtically improving

instruction. Thousands Oaks, CA: Corwin

Activity - Minimize Check outs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To minimize check-outs and increase student attendance, the school nurse will evaluate each student referral to determine action.	Behavioral Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Administrators and all Faculty and Staff

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:

Engage and empower the learner through technology.

Measurable Objective 1:

10% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of sound understanding of technology concepts, systems, and operations in Mathematics by 05/25/2018 as measured by increased scores on Performance Series reports.

Strategy1:

Digital tools - Teachers will utilize interactive boards, LCD projectors, and document cameras to support a variety of styles for students. These will be used to increase student engagement for at-risk students. Level of student engagement can be noted in walk through observations by the level of student conversation and active participation.

Category:

Research Cited: (NETS-S 6, CCRS Literacy Standards, Plan 2020 p.14, 54)

Activity - Interactives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize MobyMax along with an interactive board/ interwrite tablet to use the virtual tools to allow/ students to manipulate different math tools such as place value blocks to develop and practice the concept of place value. (Purchase additional interactive boards to strengthen core instruction)	Academic Support Program	08/01/2016	05/22/2020	$1268 - Title I Schoolwide $13000 - Title I Schoolwide	K-6 Math teachers and Technology coach

Activity - Forte Keyboarding Mobile Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Fortes as seen in their writing and keyboarding skills.	Technology	08/01/2016	05/22/2020	$4200 - District Funding	Becky Canoles, Wendi Smith, Kristen Ingram

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Chromebooks through individualized instruction, reinforcing skills, and remediation with the use of these devices.	Technology	08/01/2017	05/22/2020	$8000 - General Fund	Becky Canoles, Wendi Smith, Sonya Roberts, Joanna McCay, Cathy Holley

Strategy2:

Real-Life Experiences - Teachers will use technology and resources to provide standards-based instruction in authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning. Resources needed: access to computers in lab, library, or classroom. This will be monitored during walk-throughs at local schools.

Category:

Research Cited: Alsde: Alabama college and career ready initiative (alabama common core standards). (n.d.). Retrieved from http://www.alsde.edu/home/General/alccs.aspx

Activity - Math Software Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use instructional activities and tools from AMSTI, MobyMax, Renaissance Place, and A+ Software. These activities will increase student engagement in math problem solving strategies and the Standards of Mathematical Practice thus increasing student achievement.	Academic Support Program	08/01/2016	05/01/2019	$0 - No Funding Required	Classroom teachers, instructional aids, Instructional Coach, Special Education teachers

Measurable Objective 2:

40% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a behavior of sound understanding of technology concepts, systems and operations in Mathematics by 05/25/2018 as measured by increased scores on Performance Seriese reports.

Strategy1:

Digital tools - Teachers will utilize interactive boards, LCD projectors, and document cameras to support a variety of styles for students. These will be used to increase student engagement for at-risk students. Level of student engagement can be noted in walk through observations by the level of student conversation and active participation.

Category:

Research Cited: (NETS-S 6, CCRS Literacy Standards, Plan 2020 p.14, 54)

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Chromebooks through individualized instruction, reinforcing skills, and remediation with the use of these devices.	Technology	08/01/2017	05/22/2020	$8000 - General Fund	Becky Canoles, Wendi Smith, Sonya Roberts, Joanna McCay, Cathy Holley

Activity - Interactives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize MobyMax along with an interactive board/ interwrite tablet to use the virtual tools to allow students to manipulate different math tools such as place value blocks to develop and practice the concept of place value. (Purchase additional interactive boards to strengthen core instruction)	Academic Support Program	08/01/2016	05/22/2020	$1268 - Title I Schoolwide $13000 - Title I Schoolwide	K-6 Math teachers and Technology coach

Activity - Forte Keyboarding Mobile Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Fortes as seen in their writing and keyboarding skills.	Technology	08/01/2016	05/22/2020	$4200 - District Funding	Becky Canoles, Wendi Smith, Kristen Ingram

Goal 2:

All students at Locust Fork Elementary will show growth in reading.

Measurable Objective 1:

100% of All Students will collaborate to support an overall growth of 4% on all assessments in Reading by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Report..

Strategy1:

Tier 1 Core Instruction in Reading - Locust Fork teachers will utilized the College and Career Readiness Standards to plan instruction by using a variety of fiction and nonfiction texts (Super Science, Dino Math, Scholastic News, Time for Kids, Social Studies Weekly) and other tools such as Comprehension Toolkit, SPIRE, and Sadlier Schools to increase the rigor of instruction, questioning, and assessment.
Grade 3 ELA teacher and Reading Specialist will participate in Alabama Reading Initiative meetings to deepen knowledge of the standards and to collaborate on strategies/Best Practices to ensure that our students receive high-quality Tier 1 core instruction.
Strategic teaching strategies will be implemented to increase student engagement in order to strengthen Tier 1 core reading instruction along with the support from the ARI specialist.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:
    Heinemann.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-
    Bass.

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will focus on one academic vocabulary term weekly. The words are introduced over the intercom each morning and reinforced by teachers throughout the week. Vocabulary will be supported through library books and daily reading.	Academic Support Program	08/09/2017	05/24/2019	$3000 - Title I Part A	Administrators and teachers

Activity - Check for Understanding Throughout the Lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to online formative assessments from Sadlier Schools, data/usage reports from Moby Max, teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Instruction should be adjusted based on what these type activities reveal about student progress. Teachers will also utilize Weekly Writer (Virtual Village) to implement writing instruction and to assess each student's comprehension and writing abilities.	Academic Support Program	08/09/2017	05/24/2019	$20169 - Title I Part A $5010 - Title I Part A	Administrators & Teachers

Activity - CCRS and Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the College and Career Readiness Language Arts Standards to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources (Time for Kids, Super Science, Dino Math, Scholastic News, Sadlier Schools, SPIRE, Comprehension Toolkit) to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process. Subs will be provided for professional learning teams.	Academic Support Program	08/09/2017	05/24/2019	$1000 - Title I Part A $4401 - Title I Part A	Administrators & Teachers

Strategy2:

Tier 3 Extension - Special education teachers, instructional aides and/ore classroom teachers will implement SPIRE or MindPlay, researched-based reading programs, on a daily basis. This program will provide explicit and systematic instruction and follow the format of I do, we do, y'all do, and you do lesson. Struggling students will manipulate letters and sounds to make words, blend words, and read words fluently in context.

Category: Develop/Implement Learning Supports

Research Cited: Shaywitz, S. (2008). Overcoming Dyslexia: A new science-based program for reading problems at any level. Vintage Books, NY.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-
    Bass.

Activity - EPS SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 Reading Support will be provided through the use of SPIRE, a scientifically-based researched reading program. SPIRE will also be utilized to meet the needs for students who have been screened for dyslexia tendencies and qualify to receive Tier 3 reading services.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Part A	Special education teachers and paraprofessionals, and/or Classroom teachers

Activity - Extended Reading Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional aide will support reading by implementing SPIRE to support students with special needs on a daily basis. The instructional aide will also incorporate reading skills through reader's theater and music for students in grades 3-6. Local Indicator Strategy 2, Action Step 3	Academic Support Program	08/09/2017	05/24/2019	$16033 - Title I Part A	Administrators, Teachers, Paraprofessionals

Strategy3:

Tier 2 Intervention - Teachers will provide Tier 2 instruction on a daily basis to any student scoring below proficiency.Teachers will analyze daily student performance, weekly test results, and formative/summative results such as reports from Moby Max, Sadlier Schools, Scantron assessments, progress monitoring data, and PAR results. Struggling students may be referred to the Problem Solving Team (PST) for additional interventions and accommodations. Some specific strategies may include collaborative groups, hands-on manipulatives such as letter tiles, partner work, turn and talk, graphic organizers, visuals, and I do, we do, you do. Teachers will hold bi-weekly grade level team meetings. Local Indicator Activity 1 and 2.

Category: Develop/Implement Learning Supports

Research Cited: Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:

Heinemann.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

Bass.

Activity - Reading Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will provide small group instruction to all students daily to build mastery of foundational skills (accuracy, decoding, phonics, phonemic awareness, fluency, and vocabulary). 3-6 teachers will utilize Scantron or daily formative assessment to form groups that target specific skills or content.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers

Goal 3:

All students at Locust Fork Elementary will become proficient in math.

Measurable Objective 1:

100% of All Students will collaborate to support growth of 4% on all assessments in Mathematics by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Report..

Strategy1:

Tier 1 Core Instruction in Math - Teachers will implement College and Career Ready Math Standards. Math problem solving strategies and

the Standards of Mathematical Practice will be utilized to increase student engagement, thus increasing student achievement. Students will be talking, writing, investigating, reading, and listening (TWIRL) within each math and/or science lesson. Integration of math and science will ensure students with special needs are given multiple strategies, tools, and hands-on materials to achieve content mastery. With support from AMSTI Specialists, AMSTI Math and Science will focus on hands-on learning experiences for students to solve real life problems/situations. Strategic teaching strategies and Best Practices will be implemented to increase student engagement in order to strengthen Tier 1 core math instruction. The Daily 3 will provide students with opportunities to grow mathematically by building stamina and increasing student engagement. DreamBox Learning, Moby Max, Khan Academy, IXL, and Ten Marks software will be utilized to strengthen Tier 1 Core instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,
ME: Stenhouse & Pembroke.

Boushey, G. & Moser, J. (2014), The Daily 5. Markham, Ontario: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school
mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New
Jersey: Pearson.

Activity - CCRS and Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the College and Career Readiness Math Standards and Standards for Mathematical Practice to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Part A	Administrators and Teachers

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will focus on one academic vocabulary term weekly. The words are introduced over the intercom each morning and reinforced by teachers throughout the week.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Schoolwide	Teachers and Administrators

Activity - Check for Student Understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Data from Moby Max, DreamBox Learning, Khan Academy, IXL, and/or Ten Marks will also be utilized to determine student's strengths and weaknesses as well as help teachers plan and adjust instruction. Instruction should be adjusted based on what this formative data reveals about student progress. Teachers will use daily observations to make adjustments to the lesson and future lessons, plan for small group instruction, and determine remedial instruction for struggling students.	Academic Support Program	08/09/2017	05/24/2019	$7000 - Title I Part A $2569 - Title I Part A $10000 - Title I Part A	Administrators and Teachers

Strategy2:

Tier 3 Extension - Special Education teachers and/or instructional aides will provide daily support for struggling math students. These teachers will provide remediation using Scantron testing results. Teachers and aides may also use AMSTI math strategies and/or Touch Math to remediate struggling students in math weaknesses. Strategies such as graphics, charts, manipulatives, hands-on experiments, number lines, hundreds charts, explicit and systematic instruction, OGAP strategies, and graphic organizers will work to provide optimal learning experiences for struggling math students.

Category: Develop/Implement Learning Supports

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,

ME: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

Jersey: Pearson.

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers and/or instructional aides will support students who are deficient in skills through small group instruction for 30 minutes a day on a daily basis.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers, and Paraprofessionals

Strategy3:

Tier 2 Intervention - Teachers will provide Tier 2 instruction on a daily basis to any struggling student. Teachers will utilize Khan Academy, Ten Marks, IXL Learning, Xtra Math, and/or DreamBox Learning to provide additional math support. Teachers will analyze daily student performance, weekly test results, and formative/summative results such as Scantron assessments. Struggling students may be referred to the Problem Solving Team (PST) for additional interventions and accommodations. Strategies such as using graphics, charts, graphic organizers, manipulatives, experiential learning, and dry erase boards will be utilized in order to check for understanding.

Category: Develop/Implement Learning Supports

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,

ME: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

Jersey: Pearson.

Activity - Review of Data and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use daily and weekly assessments to determine Tier 2 student needs. Teachers will utilize small group instruction on a daily basis to individualize specific areas of weaknesses among students.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Part A	Administrators and Teachers

Goal 4:

All English learners will achieve language proficiency.

Measurable Objective 1:

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

Strategy1:

Tier 1 and Tier 2 EL Support - Classroom teachers will use a standards based approach to reading with EL support; such as, but not limited to CCRS on a daily basis for Tier 1 core reading instruction. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning. Strategic teaching strategies will be implemented to increase student engagement in order to strengthen Tier 1 core reading instruction. Waterford program will support EL students within the school day.

Category: Develop/Implement Learning Supports

Research Cited: Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

Bass.

Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:

Heinemann.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teacher will instruct EL students during whole group and small group instruction using a SBRR reading program which will include opportunities to practice and improve skills in all four language domains as well as comprehension. EL teacher will also support EL students.	Academic Support Program	08/09/2017	05/24/2018	$4827 - Title I Part A	Administrators, Teachers, EL Teacher

Strategy2:

Tier 1 Math Instruction - Teacher will use math program/tools such as Envisions, Investigations, DreamBox Learning on a daily basis to ensure math proficiency among all EL students. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

    mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

    Jersey: Pearson.

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use math resources to ensure math proficiency among all EL students. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers, EL Teacher

Strategy3:

EL Goal Setting - EL teacher, regular education teachers, and the Instructional Coach will collaborate to set individual goals for all EL students with closer examination of EL students who did not make AYP (0.5 gain on Access) the previous year. During the first months of school, goal setting meetings will take place in order to review and analyze each EL's comprehensive data.

Category: Develop/Implement Learning Supports

Research Cited: Hierck, T., Coleman, C., & Webber, C. (2011). Pyramid of behavior interventions: Seven keys to

    a positive learning environment. Bloomington, IN: Solution Tree Press.

Schmoker, M. (1999). Results. (2nd ed.). Alexandria, VA: ASCD.

Activity - Nine Week Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL teachers will monitor student progress each nine weeks by checking the individual EL student folders kept by the regular ed. teacher in the regular ed. classroom. Each folder should contain student work samples with appropriate accommodations marked and dated. Work samples should also reflect evidence of student goal objectives.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers, EL Teacher

Goal 5:

Through PALS (Partnering at Locust Fork Schools) students will increase their ability to improve and explain their learning to others.

Measurable Objective 1:

collaborate to to improve students confidence in their ability to explain their learning to others by 05/24/2019 as measured by observation of student led conferences, and student participation in PALS..

Strategy1:

PALS - Partnering at Locust Fork Schools - Students will meet monthly with their homeroom teacher. Students in grades 3-6 will also meet with their Club leader for one-two hours during PALS. Students will build positive relationships with their homeroom teacher and their Club leader in grades 3-6. Students will spend the day examining their individual data. Students will set academic and personal goals. Students will meet monthly during PALS to monitor their academic and personal goals and set new ones if needed.

Category: Develop/Implement Student and School Culture Program

Research Cited: Berger, R., Rugen, L. & Woodfin, L. (2014). Leaders of the their own learning: Transforming schools through student-engaged assessment. San Francisco, CA: Jossey-Bass

Activity - Student Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PALS (school-wide Student Advocacy Day) will be held once each 9 weeks. Students in K-2 will remain with their homeroom teachers in order to spend the day in team building activities and students setting and monitoring academic and personal goals. Students in grades 3-6 will remain with their homeroom teachers from 7:50-12:30 in order to participate in team building activities as well as setting and monitoring academic and personal goals. Each student will be given a one-inch binder to serve as his/her individual student portfolio. These portfolios will contain the following formative/summative data: PAR - grades K-2 Scantron - grades 2-6 PNOA (Primary Number and Operations Assessment)- grades 1-2 Progress Reports - grades 1-6 Report Cards/Checklist - grades K-6 Students will also set academic and personal goals. Academic goals will be based on one or more forms of data. Personal goals will be established by each student.	Academic Support Program Behavioral Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators and All Faculty and Staff

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PALS (school-wide Student Advocacy Day) will be held monthly. Students in K-2 will remain with their homeroom teachers in order to spend the day in team building activities and students setting and monitoring academic and personal goals. Students in grades 3-6 will remain with their homeroom teachers from 7:50-12:30 in order to participate in team building activities as well as setting and monitoring academic and personal goals. Students in grades 3-6 will spend the remaining school day 12:30-2:50 participating in clubs. Each available teacher/staff member will lead a student club. These clubs were developed by student interests. Students determined which club interested them. Students within a particular club group will build relationships with the club leader as well as students who share their common interests.	Parent Involvement Career Preparation/ Orientation Community Engagement Behavioral Support Program Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators and all Faculty and Staff

Goal 6:

Attendance will increase at Locust Fork Elementary.

Measurable Objective 1:

collaborate to improve students' daily attendance rate by 05/24/2019 as measured by end of year reports.

Strategy1:

Student Health Support - A school nurse will be utilized to minimize student absences. A school nurse will assess students when necessary

to determine their health status. Health screenings will be administered yearly to identify students will health concerns.

Category: Develop/Implement Learning Supports

Research Cited: Hierck, T., Coleman, C., & Webber, C. (2011). Pyramid of behavior interventions: Seven keys to

a positive learning environment. Bloomington, IN: Solution Tree Press.

Jolly, A. (2008). Team to teach: A facilitator's guide to professional learning teams. Oxford,

OH: National Staff Development Council

Knight, J. (2011). Unmistakeable impact: A partnership approach for dramtically improving

instruction. Thousands Oaks, CA: Corwin

Activity - Minimize Check outs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To minimize check-outs and increase student attendance, the school nurse will evaluate each student referral to determine action.	Behavioral Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Administrators and all Faculty and Staff

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:
Engage and empower the learner through technology.

Measurable Objective 1:
10% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of sound understanding of technology concepts, systems, and operations in Mathematics by 05/25/2018 as measured by increased scores on Performance Series reports.

Strategy1:
Real-Life Experiences - Teachers will use technology and resources to provide standards-based instruction in authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning. Resources needed: access to computers in lab, library, or classroom. This will be monitored during walk-throughs at local schools.
Category:
Research Cited: Alsde: Alabama college and career ready initiative (alabama common core standards). (n.d.). Retrieved from http://www.alsde.edu/home/General/alccs.aspx

Activity - Math Software Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use instructional activities and tools from AMSTI, MobyMax, Renaissance Place, and A+ Software. These activities will increase student engagement in math problem solving strategies and the Standards of Mathematical Practice thus increasing student achievement.	Academic Support Program	08/01/2016	05/01/2019	$0 - No Funding Required	Classroom teachers, instructional aids, Instructional Coach, Special Education teachers

Strategy2:

Digital tools - Teachers will utilize interactive boards, LCD projectors, and document cameras to support a variety of styles for students. These will be used to increase student engagement for at-risk students. Level of student engagement can be noted in walk through observations by the level of student conversation and active participation.

Category:

Research Cited: (NETS-S 6, CCRS Literacy Standards, Plan 2020 p.14, 54)

Activity - Interactives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize MobyMax along with an interactive board/ interwrite tablet to use the virtual tools to allow students to manipulate different math tools such as place value blocks to develop and practice the concept of place value. (Purchase additional interactive boards to strengthen core instruction)	Academic Support Program	08/01/2016	05/22/2020	$13000 - Title I Schoolwide $1268 - Title I Schoolwide	K-6 Math teachers and Technology coach

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Chromebooks through individualized instruction, reinforcing skills, and remediation with the use of these devices.	Technology	08/01/2017	05/22/2020	$8000 - General Fund	Becky Canoles, Wendi Smith, Sonya Roberts, Joanna McCay, Cathy Holley

Measurable Objective 2:

40% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a behavior of sound understanding of technology concepts, systems and operations in Mathematics by 05/25/2018 as measured by increased scores on Performance Seriese reports.

Strategy1:

Digital tools - Teachers will utilize interactive boards, LCD projectors, and document cameras to support a variety of styles for students. These will be used to increase student engagement for at-risk students. Level of student engagement can be noted in walk through observations by the level of student conversation and active participation.

Category:

Research Cited: (NETS-S 6, CCRS Literacy Standards, Plan 2020 p.14, 54)

Activity - Interactives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize MobyMax along with an interactive board/ interwrite tablet to use the virtual tools to allow students to manipulate different math tools such as place value blocks to develop and practice the concept of place value. (Purchase additional interactive boards to strengthen core instruction)	Academic Support Program	08/01/2016	05/22/2020	$1268 - Title I Schoolwide $13000 - Title I Schoolwide	K-6 Math teachers and Technology coach

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Chromebooks through individualized instruction, reinforcing skills, and remediation with the use of these devices.	Technology	08/01/2017	05/22/2020	$8000 - General Fund	Becky Canoles, Wendi Smith, Sonya Roberts, Joanna McCay, Cathy Holley

Goal 2:

All students at Locust Fork Elementary will show growth in reading.

Measurable Objective 1:

100% of All Students will collaborate to support an overall growth of 4% on all assessments in Reading by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Report..

Strategy1:

Tier 1 Core Instruction in Reading - Locust Fork teachers will utilized the College and Career Readiness Standards to plan instruction by using a variety of fiction and nonfiction texts (Super Science, Dino Math, Scholastic News, Time for Kids, Social Studies Weekly) and other tools such as Comprehension Toolkit, SPIRE, and Sadlier Schools to increase the rigor of instruction, questioning, and assessment.
Grade 3 ELA teacher and Reading Specialist will participate in Alabama Reading Initiative meetings to deepen knowledge of the standards and to collaborate on strategies/Best Practices to ensure that our students receive high-quality Tier 1 core instruction.
Strategic teaching strategies will be implemented to increase student engagement in order to strengthen Tier 1 core reading instruction along with the support from the ARI specialist.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:
Heinemann.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-
Bass.

Activity - CCRS and Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the College and Career Readiness Language Arts Standards to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources (Time for Kids, Super Science, Dino Math, Scholastic News, Sadlier Schools, SPIRE, Comprehension Toolkit) to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process. Subs will be provided for professional learning teams.	Academic Support Program	08/09/2017	05/24/2019	$4401 - Title I Part A $1000 - Title I Part A	Administrators & Teachers

Activity - Check for Understanding Throughout the Lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to online formative assessments from Sadlier Schools, data/usage reports from Moby Max, teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Instruction should be adjusted based on what these type activities reveal about student progress. Teachers will also utilize Weekly Writer (Virtual Village) to implement writing instruction and to assess each student's comprehension and writing abilities.	Academic Support Program	08/09/2017	05/24/2019	$20169 - Title I Part A $5010 - Title I Part A	Administrators & Teachers

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will focus on one academic vocabulary term weekly. The words are introduced over the intercom each morning and reinforced by teachers throughout the week. Vocabulary will be supported through library books and daily reading.	Academic Support Program	08/09/2017	05/24/2019	$3000 - Title I Part A	Administrators and teachers

Strategy2:

Tier 2 Intervention - Teachers will provide Tier 2 instruction on a daily basis to any student scoring below proficiency.Teachers will analyze daily student performance, weekly test results, and formative/summative results such as reports from Moby Max, Sadlier Schools, Scantron assessments, progress monitoring data, and PAR results. Struggling students may be referred to the Problem Solving Team (PST) for additional interventions and accommodations. Some specific strategies may include collaborative groups, hands-on manipulatives such as letter tiles, partner work, turn and talk, graphic organizers, visuals, and I do, we do, you do. Teachers will hold bi-weekly grade level team meetings. Local Indicator Activity 1 and 2.

Category: Develop/Implement Learning Supports

Research Cited: Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:

Heinemann.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

Bass.

Activity - Reading Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will provide small group instruction to all students daily to build mastery of foundational skills (accuracy, decoding, phonics, phonemic awareness, fluency, and vocabulary). 3-6 teachers will utilize Scantron or daily formative assessment to form groups that target specific skills or content.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers

Strategy3:

Tier 3 Extension - Special education teachers, instructional aides and/ore classroom teachers will implement SPIRE or MindPlay,

researched-based reading programs, on a daily basis. This program will provide explicit and systematic instruction and follow the format of I

do, we do, y'all do, and you do lesson. Struggling students will manipulate letters and sounds to make words, blend words, and read words

fluently in context.

Category: Develop/Implement Learning Supports

Research Cited: Shaywitz, S. (2008). Overcoming Dyslexia: A new science-based program for reading problems at any level. Vintage Books,

NY.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

Bass.

Activity - EPS SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 Reading Support will be provided through the use of SPIRE, a scientifically-based researched reading program. SPIRE will also be utilized to meet the needs for students who have been screened for dyslexia tendencies and qualify to receive Tier 3 reading services.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Part A	Special education teachers and paraprofessionals, and/or Classroom teachers

Activity - Extended Reading Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional aide will support reading by implementing SPIRE to support students with special needs on a daily basis. The instructional aide will also incorporate reading skills through reader's theater and music for students in grades 3-6. Local Indicator Strategy 2, Action Step 3	Academic Support Program	08/09/2017	05/24/2019	$16033 - Title I Part A	Administrators, Teachers, Paraprofessionals

Goal 3:

All students at Locust Fork Elementary will become proficient in math.

Measurable Objective 1:

100% of All Students will collaborate to support growth of 4% on all assessments in Mathematics by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Report..

Strategy1:

Tier 2 Intervention - Teachers will provide Tier 2 instruction on a daily basis to any struggling student. Teachers will utilize Khan Academy, Ten Marks, IXL Learning, Xtra Math, and/or DreamBox Learning to provide additional math support. Teachers will analyze daily student performance, weekly test results, and formative/summative results such as Scantron assessments. Struggling students may be referred to the Problem Solving Team (PST) for additional interventions and accommodations. Strategies such as using graphics, charts, graphic organizers, manipulatives, experiential learning, and dry erase boards will be utilized in order to check for understanding.

Category: Develop/Implement Learning Supports

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,

ME: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

Jersey: Pearson.

Activity - Review of Data and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use daily and weekly assessments to determine Tier 2 student needs. Teachers will utilize small group instruction on a daily basis to individualize specific areas of weaknesses among students.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Part A	Administrators and Teachers

Strategy2:

Tier 3 Extension - Special Education teachers and/or instructional aides will provide daily support for struggling math students. These teachers will provide remediation using Scantron testing results. Teachers and aides may also use AMSTI math strategies and/or Touch Math to remediate struggling students in math weaknesses. Strategies such as graphics, charts, manipulatives, hands-on experiments, number lines, hundreds charts, explicit and systematic instruction, OGAP strategies, and graphic organizers will work to provide optimal learning experiences for struggling math students.

Category: Develop/Implement Learning Supports

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,

ME: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

Jersey: Pearson.

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers and/or instructional aides will support students who are deficient in skills through small group instruction for 30 minutes a day on a daily basis.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Adminstrators, Teachers, and Paraprofessionals

Strategy3:

Tier 1 Core Instruction in Math - Teachers will implement College and Career Ready Math Standards. Math problem solving strategies and the Standards of Mathematical Practice will be utilized to increase student engagement, thus increasing student achievement. Students will be talking, writing, investigating, reading, and listening (TWIRL) within each math and/or science lesson. Integration of math and science will ensure students with special needs are given multiple strategies, tools, and hands-on materials to achieve content mastery. With support from AMSTI Specialists, AMSTI Math and Science will focus on hands-on learning experiences for students to solve real life problems/situations. Strategic teaching strategies and Best Practices will be implemented to increase student engagement in order to strengthen Tier 1 core math instruction. The Daily 3 will provide students with opportunities to grow mathematically by building stamina and increasing student engagement. DreamBox Learning, Moby Max, Khan Academy, IXL, and Ten Marks software will be utilized to strengthen Tier 1 Core instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,

ME: Stenhouse & Pembroke.

Boushey, G. & Moser, J. (2014), The Daily 5. Markham, Ontario: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

Jersey: Pearson.

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will focus on one academic vocabulary term weekly. The words are introduced over the intercom each morning and reinforced by teachers throughout the week.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Schoolwide	Teachers and Administrators

Activity - Check for Student Understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Data from Moby Max, DreamBox Learning, Khan Academy, IXL, and/or Ten Marks will also be utilized to determine student's strengths and weaknesses as well as help teachers plan and adjust instruction. Instruction should be adjusted based on what this formative data reveals about student progress. Teachers will use daily observations to make adjustments to the lesson and future lessons, plan for small group instruction, and determine remedial instruction for struggling students.	Academic Support Program	08/09/2017	05/24/2019	$2569 - Title I Part A $7000 - Title I Part A $10000 - Title I Part A	Administrators and Teachers

Activity - CCRS and Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the College and Career Readiness Math Standards and Standards for Mathematical Practice to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Part A	Administrators and Teachers

Goal 4:

All English learners will achieve language proficiency.

Measurable Objective 1:

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

Strategy1:

Tier 1 Math Instruction - Teacher will use math program/tools such as Envisions, Investigations, DreamBox Learning on a daily basis to ensure math proficiency among all EL students. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

    mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

      Jersey: Pearson.

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use math resources to ensure math proficiency among all EL students. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers, EL Teacher

Strategy2:

EL Goal Setting - EL teacher, regular education teachers, and the Instructional Coach will collaborate to set individual goals for all EL students with closer examination of EL students who did not make AYP (0.5 gain on Access) the previous year. During the first months of school, goal setting meetings will take place in order to review and analyze each EL's comprehensive data.

Category: Develop/Implement Learning Supports

Research Cited: Hierck, T., Coleman, C., & Webber, C. (2011). Pyramid of behavior interventions: Seven keys to

a positive learning environment. Bloomington, IN: Solution Tree Press.

Schmoker, M. (1999). Results. (2nd ed.). Alexandria, VA: ASCD.

Activity - Nine Week Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL teachers will monitor student progress each nine weeks by checking the individual EL student folders kept by the regular ed. teacher in the regular ed. classroom. Each folder should contain student work samples with appropriate accommodations marked and dated. Work samples should also reflect evidence of student goal objectives.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers, EL Teacher

Strategy3:

Tier 1 and Tier 2 EL Support - Classroom teachers will use a standards based approach to reading with EL support; such as, but not limited to CCRS on a daily basis for Tier 1 core reading instruction. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning. Strategic teaching strategies will be implemented to increase student engagement in order to strengthen Tier 1 core reading instruction. Waterford program will support EL students within the school day.

Category: Develop/Implement Learning Supports

Research Cited: Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

Bass.

Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:

Heinemann.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teacher will instruct EL students during whole group and small group instruction using a SBRR reading program which will include opportunities to practice and improve skills in all four language domains as well as comprehension. EL teacher will also support EL students.	Academic Support Program	08/09/2017	05/24/2018	$4827 - Title I Part A	Administrators, Teachers, EL Teacher

Goal 5:

Through PALS (Partnering at Locust Fork Schools) students will increase their ability to improve and explain their learning to others.

Measurable Objective 1:

collaborate to to improve students confidence in their ability to explain their learning to others by 05/24/2019 as measured by observation of student led conferences, and student participation in PALS..

Strategy1:

PALS - Partnering at Locust Fork Schools - Students will meet monthly with their homeroom teacher. Students in grades 3-6 will also meet with their Club leader for one-two hours during PALS. Students will build positive relationships with their homeroom teacher and their Club leader in grades 3-6. Students will spend the day examining their individual data. Students will set academic and personal goals. Students will meet monthly during PALS to monitor their academic and personal goals and set new ones if needed.

Category: Develop/Implement Student and School Culture Program

Research Cited: Berger, R., Rugen, L. & Woodfin, L. (2014). Leaders of the their own learning: Transforming schools through student-engaged assessment. San Francisco, CA: Jossey-Bass

Activity - Student Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PALS (school-wide Student Advocacy Day) will be held once each 9 weeks. Students in K-2 will remain with their homeroom teachers in order to spend the day in team building activities and students setting and monitoring academic and personal goals. Students in grades 3-6 will remain with their homeroom teachers from 7:50-12:30 in order to participate in team building activities as well as setting and monitoring academic and personal goals. Each student will be given a one-inch binder to serve as his/her individual student portfolio. These portfolios will contain the following formative/summative data: PAR - grades K-2 Scantron - grades 2-6 PNOA (Primary Number and Operations Assessment)- grades 1-2 Progress Reports - grades 1-6 Report Cards/Checklist - grades K-6 Students will also set academic and personal goals. Academic goals will be based on one or more forms of data. Personal goals will be established by each student.	Academic Support Program Behavioral Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators and All Faculty and Staff

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PALS (school-wide Student Advocacy Day) will be held monthly. Students in K-2 will remain with their homeroom teachers in order to spend the day in team building activities and students setting and monitoring academic and personal goals. Students in grades 3-6 will remain with their homeroom teachers from 7:50-12:30 in order to participate in team building activities as well as setting and monitoring academic and personal goals. Students in grades 3-6 will spend the remaining school day 12:30-2:50 participating in clubs. Each available teacher/staff member will lead a student club. These clubs were developed by student interests. Students determined which club interested them. Students within a particular club group will build relationships with the club leader as well as students who share their common interests.	Behavioral Support Program Community Engagement Academic Support Program Career Preparation/ Orientation Parent Involvement	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators and all Faculty and Staff

Goal 6:

Attendance will increase at Locust Fork Elementary.

Measurable Objective 1:

collaborate to improve students' daily attendance rate by 05/24/2019 as measured by end of year reports.

Strategy1:

Student Health Support - A school nurse will be utilized to minimize student absences. A school nurse will assess students when necessary to determine their health status. Health screenings will be administered yearly to identify students will health concerns.

Category: Develop/Implement Learning Supports

Research Cited: Hierck, T., Coleman, C., & Webber, C. (2011). Pyramid of behavior interventions: Seven keys to

a positive learning environment. Bloomington, IN: Solution Tree Press.

Jolly, A. (2008). Team to teach: A facilitator's guide to professional learning teams. Oxford,

OH: National Staff Development Council

Knight, J. (2011). Unmistakeable impact: A partnership approach for dramtically improving

instruction. Thousands Oaks, CA: Corwin

Activity - Minimize Check outs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To minimize check-outs and increase student attendance, the school nurse will evaluate each student referral to determine action.	Behavioral Support Program	08/09/2017	05/24/2018	$0 - No Funding Required	Administrators and all Faculty and Staff

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

Goal 1:
Engage and empower the learner through technology.

Measurable Objective 1:
40% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a behavior of sound understanding of technology concepts, systems and operations in Mathematics by 05/25/2018 as measured by increased scores on Performance Seriese reports.

Strategy1:
Digital tools - Teachers will utilize interactive boards, LCD projectors, and document cameras to support a variety of styles for students. These will be used to increase student engagement for at-risk students. Level of student engagement can be noted in walk through observations by the level of student conversation and active participation.
Category:
Research Cited: (NETS-S 6, CCRS Literacy Standards, Plan 2020 p.14, 54)

Activity - Interactives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize MobyMax along with an interactive board/ interwrite tablet to use the virtual tools to allow students to manipulate different math tools such as place value blocks to develop and practice the concept of place value. (Purchase additional interactive boards to strengthen core instruction)	Academic Support Program	08/01/2016	05/22/2020	$1268 - Title I Schoolwide $13000 - Title I Schoolwide	K-6 Math teachers and Technology coach

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Chromebooks through individualized instruction, reinforcing skills, and remediation with the use of these devices.	Technology	08/01/2017	05/22/2020	$8000 - General Fund	Becky Canoles, Wendi Smith, Sonya Roberts, Joanna McCay, Cathy Holley

Measurable Objective 2:
10% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of sound understanding of technology concepts, systems, and operations in Mathematics by 05/25/2018 as measured by increased scores on Performance Series reports.

Strategy1:
Real-Life Experiences - Teachers will use technology and resources to provide standards-based instruction in authentic learning activities in

all content areas of responsibility to facilitate real-life experiences that advance student learning. Resources needed: access to computers in lab, library, or classroom. This will be monitored during walk-throughs at local schools.

Category:

Research Cited: Alsde: Alabama college and career ready initiative (alabama common core standards). (n.d.). Retrieved from

http://www.alsde.edu/home/General/alccs.aspx

Activity - Math Software Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use instructional activities and tools from AMSTI, MobyMax, Renaissance Place, and A+ Software. These activities will increase student engagement in math problem solving strategies and the Standards of Mathematical Practice thus increasing student achievement.	Academic Support Program	08/01/2016	05/01/2019	$0 - No Funding Required	Classroom teachers, instructional aids, Instructional Coach, Special Education teachers

Strategy2:

Digital tools - Teachers will utilize interactive boards, LCD projectors, and document cameras to support a variety of styles for students. These will be used to increase student engagement for at-risk students. Level of student engagement can be noted in walk through observations by the level of student conversation and active participation.

Category:

Research Cited: (NETS-S 6, CCRS Literacy Standards, Plan 2020 p.14, 54)

Activity - Interactives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize MobyMax along with an interactive board/ interwrite tablet to use the virtual tools to allow students to manipulate different math tools such as place value blocks to develop and practice the concept of place value. (Purchase additional interactive boards to strengthen core instruction)	Academic Support Program	08/01/2016	05/22/2020	$13000 - Title I Schoolwide $1268 - Title I Schoolwide	K-6 Math teachers and Technology coach

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Chromebooks through individualized instruction, reinforcing skills, and remediation with the use of these devices.	Technology	08/01/2017	05/22/2020	$8000 - General Fund	Becky Canoles, Wendi Smith, Sonya Roberts, Joanna McCay, Cathy Holley

Goal 2:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the internet, digital learning resources, productivity tools, on-line assessments, and data(educators) by 05/25/2018 as measured by the Alabama Transform 2020 Technology Survey.

Strategy1:

Web resources - Teachers will utilize a variety of web-based resources such as WIKI's, Blogs, and school/teacher webpages to increase communication among educators, students, and parents/community to improve learning. This will be monitored by the increased usage results on the technology survey.

Category:

Research Cited: (NETS -S CCRS Literacy Standards Plan 2020)

Activity - INOW	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an INOW portal with home access for parents, students and teachers to access grades and attendance. This portal gives up-to-date information on each student with opportunities for teacher to make comments on student progress.	Community Engagement	08/01/2016	05/22/2020	$0 - No Funding Required	Classroom Teachers, Principal, INOW Coordinator

Activity - Google Apps for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provides a safe and easy way for teachers to connect, collaborate, share ideas and content across grade levels. It is also available for students.	Professional Learning	08/01/2016	05/01/2019	$0 - No Funding Required	teachers students

Activity - Get the Word Out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One-Call Now system provides a quick and easy delivery system to get news, notifications, updates, and school closings to parents, students, and teachers.	Community Engagement	08/01/2016	05/22/2020	$0 - No Funding Required	Principal, vice-Principal, Superintendent

Goal 3:

All students at Locust Fork Elementary will show growth in reading.

Measurable Objective 1:

100% of All Students will collaborate to support an overall growth of 4% on all assessments in Reading by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Report..

Strategy1:

Tier 3 Extension - Special education teachers, instructional aides and/ore classroom teachers will implement SPIRE or MindPlay, researched-based reading programs, on a daily basis. This program will provide explicit and systematic instruction and follow the format of I do, we do, y'all do, and you do lesson. Struggling students will manipulate letters and sounds to make words, blend words, and read words fluently in context.

Category: Develop/Implement Learning Supports

Research Cited: Shaywitz, S. (2008). Overcoming Dyslexia: A new science-based program for reading problems at any level. Vintage Books,

NY.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

  Bass.

Activity - EPS SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 Reading Support will be provided through the use of SPIRE, a scientifically-based researched reading program. SPIRE will also be utilized to meet the needs for students who have been screened for dyslexia tendencies and qualify to receive Tier 3 reading services.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Part A	Special education teachers and paraprofessionals, and/or Classroom teachers

Activity - Extended Reading Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional aide will support reading by implementing SPIRE to support students with special needs on a daily basis. The instructional aide will also incorporate reading skills through reader's theater and music for students in grades 3-6. Local Indicator Strategy 2, Action Step 3	Academic Support Program	08/09/2017	05/24/2019	$16033 - Title I Part A	Administrators, Teachers, Paraprofessionals

Strategy2:

Tier 1 Core Instruction in Reading - Locust Fork teachers will utilized the College and Career Readiness Standards to plan instruction by

using a variety of fiction and nonfiction texts (Super Science, Dino Math, Scholastic News, Time for Kids, Social Studies Weekly) and other

tools such as Comprehension Toolkit, SPIRE, and Sadlier Schools to increase the rigor of instruction, questioning, and assessment.

Grade 3 ELA teacher and Reading Specialist will participate in Alabama Reading Initiative meetings to deepen knowledge of the standards

and to collaborate on strategies/Best Practices to ensure that our students receive high-quality Tier 1 core instruction.

Strategic teaching strategies will be implemented to increase student engagement in order to strengthen Tier 1 core reading instruction along

with the support from the ARI specialist.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:

  Heinemann.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

  Bass.

Activity - Check for Understanding Throughout the Lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to online formative assessments from Sadlier Schools, data/usage reports from Moby Max, teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Instruction should be adjusted based on what these type activities reveal about student progress. Teachers will also utilize Weekly Writer (Virtual Village) to implement writing instruction and to assess each student's comprehension and writing abilities.	Academic Support Program	08/09/2017	05/24/2019	$20169 - Title I Part A $5010 - Title I Part A	Administrators & Teachers

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will focus on one academic vocabulary term weekly. The words are introduced over the intercom each morning and reinforced by teachers throughout the week. Vocabulary will be supported through library books and daily reading.	Academic Support Program	08/09/2017	05/24/2019	$3000 - Title I Part A	Administrators and teachers

Activity - CCRS and Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the College and Career Readiness Language Arts Standards to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources (Time for Kids, Super Science, Dino Math, Scholastic News, Sadlier Schools, SPIRE, Comprehension Toolkit) to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process. Subs will be provided for professional learning teams.	Academic Support Program	08/09/2017	05/24/2019	$1000 - Title I Part A $4401 - Title I Part A	Administrators & Teachers

Strategy3:

Tier 2 Intervention - Teachers will provide Tier 2 instruction on a daily basis to any student scoring below proficiency.Teachers will analyze daily student performance, weekly test results, and formative/summative results such as reports from Moby Max, Sadlier Schools, Scantron assessments, progress monitoring data, and PAR results. Struggling students may be referred to the Problem Solving Team (PST) for additional interventions and accommodations. Some specific strategies may include collaborative groups, hands-on manipulatives such as letter tiles, partner work, turn and talk, graphic organizers, visuals, and I do, we do, you do. Teachers will hold bi-weekly grade level team meetings. Local Indicator Activity 1 and 2.

Category: Develop/Implement Learning Supports

Research Cited: Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:

Heinemann.

Miller, D. (2013). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.

Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

Bass.

Activity - Reading Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will provide small group instruction to all students daily to build mastery of foundational skills (accuracy, decoding, phonics, phonemic awareness, fluency, and vocabulary). 3-6 teachers will utilize Scantron or daily formative assessment to form groups that target specific skills or content.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers

Goal 4:

All students at Locust Fork Elementary will become proficient in math.

Measurable Objective 1:

100% of All Students will collaborate to support growth of 4% on all assessments in Mathematics by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Report..

Strategy1:

Tier 2 Intervention - Teachers will provide Tier 2 instruction on a daily basis to any struggling student. Teachers will utilize Khan Academy, Ten Marks, IXL Learning, Xtra Math, and/or DreamBox Learning to provide additional math support. Teachers will analyze daily student performance, weekly test results, and formative/summative results such as Scantron assessments. Struggling students may be referred to the Problem Solving Team (PST) for additional interventions and accommodations. Strategies such as using graphics, charts, graphic organizers, manipulatives, experiential learning, and dry erase boards will be utilized in order to check for understanding.

Category: Develop/Implement Learning Supports

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,

ME: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

Jersey: Pearson.

Activity - Review of Data and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use daily and weekly assessments to determine Tier 2 student needs. Teachers will utilize small group instruction on a daily basis to individualize specific areas of weaknesses among students.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Part A	Administrators and Teachers

Strategy2:

Tier 1 Core Instruction in Math - Teachers will implement College and Career Ready Math Standards. Math problem solving strategies and the Standards of Mathematical Practice will be utilized to increase student engagement, thus increasing student achievement. Students will be talking, writing, investigating, reading, and listening (TWIRL) within each math and/or science lesson. Integration of math and science will ensure students with special needs are given multiple strategies, tools, and hands-on materials to achieve content mastery. With support from AMSTI Specialists, AMSTI Math and Science will focus on hands-on learning experiences for students to solve real life problems/situations. Strategic teaching strategies and Best Practices will be implemented to increase student engagement in order to strengthen Tier 1 core math instruction. The Daily 3 will provide students with opportunities to grow mathematically by building stamina and increasing student engagement. DreamBox Learning, Moby Max, Khan Academy, IXL, and Ten Marks software will be utilized to strengthen Tier 1 Core instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,
        ME: Stenhouse & Pembroke.

Boushey, G. & Moser, J. (2014), The Daily 5. Markham, Ontario: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school
        mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New
        Jersey: Pearson.

Activity - CCRS and Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the College and Career Readiness Math Standards and Standards for Mathematical Practice to plan for lessons. Professional Learning Teams will continue to unpack the standards and plan for Depth of Knowledge Level 2 and Level 3 questions. Teachers will correlate instructional resources to ensure the standards are embedded in every lesson. Teachers will post learning targets on a daily basis to guide students in his/her learning process.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Part A	Administrators and Teachers

Activity - Check for Student Understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will formatively assess student understanding throughout the lesson. Formative assessments may include but are not limited to teacher observation, student work samples, self-monitoring by students (ex: Fist to Five), teacher lesson reflection, and/or exit slips. Data from Moby Max, DreamBox Learning, Khan Academy, IXL, and/or Ten Marks will also be utilized to determine student's strengths and weaknesses as well as help teachers plan and adjust instruction. Instruction should be adjusted based on what this formative data reveals about student progress. Teachers will use daily observations to make adjustments to the lesson and future lessons, plan for small group instruction, and determine remedial instruction for struggling students.	Academic Support Program	08/09/2017	05/24/2019	$10000 - Title I Part A $7000 - Title I Part A $2569 - Title I Part A	Administrators and Teachers

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will focus on one academic vocabulary term weekly. The words are introduced over the intercom each morning and reinforced by teachers throughout the week.	Academic Support Program	08/09/2017	05/24/2019	$0 - Title I Schoolwide	Teachers and Administrators

Strategy3:

Tier 3 Extension - Special Education teachers and/or instructional aides will provide daily support for struggling math students. These teachers will provide remediation using Scantron testing results. Teachers and aides may also use AMSTI math strategies and/or Touch Math to remediate struggling students in math weaknesses. Strategies such as graphics, charts, manipulatives, hands-on experiments, number lines, hundreds charts, explicit and systematic instruction, OGAP strategies, and graphic organizers will work to provide optimal learning experiences for struggling math students.

Category: Develop/Implement Learning Supports

Research Cited: Diller, D. (2011). Math work stations: Independent learning you can count on, k-2. Portland,

ME: Stenhouse & Pembroke.

Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

Jersey: Pearson.

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers and/or instructional aides will support students who are deficient in skills through small group instruction for 30 minutes a day on a daily basis.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Adminstrators, Teachers, and Paraprofessionals

Goal 5:

All English learners will achieve language proficiency.

Measurable Objective 1:

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

Strategy1:

Tier 1 and Tier 2 EL Support - Classroom teachers will use a standards based approach to reading with EL support; such as, but not limited to CCRS on a daily basis for Tier 1 core reading instruction. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning. Strategic teaching strategies will be implemented to increase student engagement in order to strengthen

Tier 1 core reading instruction. Waterford program will support EL students within the school day.

Category: Develop/Implement Learning Supports

Research Cited: Teachers, for Teachers. (2012). Common core curriculum maps. San Francisco, CA: Jossey-

Bass.

Harvey, S., & Goudvis, A. (2008). The primary comprehension toolkit. Portsmouth, NH:

Heinemann.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teacher will instruct EL students during whole group and small group instruction using a SBRR reading program which will include opportunities to practice and improve skills in all four language domains as well as comprehension. EL teacher will also support EL students.	Academic Support Program	08/09/2017	05/24/2018	$4827 - Title I Part A	Administrators, Teachers, EL Teacher

Strategy2:

Tier 1 Math Instruction - Teacher will use math program/tools such as Envisions, Investigations, DreamBox Learning on a daily basis to

ensure math proficiency among all EL students. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students

understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their

thoughts, ideas, and learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Parrish, S. (2010). Number talks. Sausalito, CA: Math Solutions.

Van De Walle, J., Karp, K., & Bay-Williams, J. (2013). Elementary and middle school

mathematics: Teaching developmentally. (8th ed., Vol. 36). Upper Saddle River, New

Jersey: Pearson.

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use math resources to ensure math proficiency among all EL students. Teachers will use scaffolding techniques and WIDA strategies to ensure EL students understand academic vocabulary. Graphic organizers will be used for EL students to represent their understanding and organize their thoughts, ideas, and learning.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers, EL Teacher

Strategy3:

EL Goal Setting - EL teacher, regular education teachers, and the Instructional Coach will collaborate to set individual goals for all EL

students with closer examination of EL students who did not make AYP (0.5 gain on Access) the previous year. During the first months of

school, goal setting meetings will take place in order to review and analyze each EL's comprehensive data.

Category: Develop/Implement Learning Supports

Research Cited: Hierck, T., Coleman, C., & Webber, C. (2011). Pyramid of behavior interventions: Seven keys to

a positive learning environment. Bloomington, IN: Solution Tree Press.

Schmoker, M. (1999). Results. (2nd ed.). Alexandria, VA: ASCD.

Activity - Nine Week Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL teachers will monitor student progress each nine weeks by checking the individual EL student folders kept by the regular ed. teacher in the regular ed. classroom. Each folder should contain student work samples with appropriate accommodations marked and dated. Work samples should also reflect evidence of student goal objectives.	Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators, Teachers, EL Teacher

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.

LFES follow BCS policy by providing families with reports in their home language.

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.

LFES is supported by the district in the hiring of highly qualified, certificated teachers. Blount County School partners with local Colleges of Education to recruit teachers with strong backgrounds in Education and Educational Leadership. It is through this partnership and a partnership with the 'Teach in Alabama' site, housed at the Alabama State Department of Education, that supports us in the hiring of our excellent, qualified faculty.

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?

Teacher turn-over is very minimal and is based year to year on retirement. LFES did lose a teacher who transferred to a neighboring Blount County School and one teacher was able to be a stay-at-home mom. Therefore, LFES was able to hire 3 new teachers due to this turnover and retirement.

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

LFES has four faculty members that hold an Educational Specialist Degree. Two certified faculty members hold a degree in instructional leadership.

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).

There has always been a very low turn-over rate at LFES.

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.

Benchmark Literacy, LDC, MDC, LTF, ARI, AMSTI, EL Training, Educator Effectiveness Model, New Teacher Onboarding, Professional learning days have been scheduled throughout the year to focus on the priority needs for LFES: Formative Assessments and Standards-Based Planning and Instruction, Student Questioning and Discourse.

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

Benchmark Literacy, LDC, MDC, LTF, EL training, ARI, AMSTI, Educator Effectiveness Model, New Teacher Onboarding, Professional learning days have been scheduled throughout the year to focus on the priority needs for LFES: Formative assessments and standards-based planning and instruction, and student discourse and questioning.

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

Mentors have been assigned to our three new teachers. These teachers plan and collaborate to determine best practices for students.

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

A school-wide intervention scheduled has been created and implemented. The professional development days have been scheduled throughout the school year within our district. Professional learning team meetings will occur when there is a need to meet to analyze data or research best practices in instruction.

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:

Engage and empower the learner through technology.

Measurable Objective 1:

40% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a behavior of sound understanding of technology concepts, systems and operations in Mathematics by 05/25/2018 as measured by increased scores on Performance Seriese reports.

Strategy1:

Digital tools - Teachers will utilize interactive boards, LCD projectors, and document cameras to support a variety of styles for students. These will be used to increase student engagement for at-risk students. Level of student engagement can be noted in walk through observations by the level of student conversation and active participation.

Category:

Research Cited: (NETS-S 6, CCRS Literacy Standards, Plan 2020 p.14, 54)

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Chromebooks through individualized instruction, reinforcing skills, and remediation with the use of these devices.	Technology	08/01/2017	05/22/2020	$8000 - General Fund	Becky Canoles, Wendi Smith, Sonya Roberts, Joanna McCay, Cathy Holley

Activity - Interactives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize MobyMax along with an interactive board/ interwrite tablet to use the virtual tools to allow students to manipulate different math tools such as place value blocks to develop and practice the concept of place value. (Purchase additional interactive boards to strengthen core instruction)	Academic Support Program	08/01/2016	05/22/2020	$13000 - Title I Schoolwide $1268 - Title I Schoolwide	K-6 Math teachers and Technology coach

Activity - Forte Keyboarding Mobile Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Fortes as seen in their writing and keyboarding skills.	Technology	08/01/2016	05/22/2020	$4200 - District Funding	Becky Canoles, Wendi Smith, Kristen Ingram

Goal 2:

Through PALS (Partnering at Locust Fork Schools) students will increase their ability to improve and explain their learning to others.

Measurable Objective 1:

collaborate to to improve students confidence in their ability to explain their learning to others by 05/24/2019 as measured by observation of student led conferences, and student participation in PALS..

Strategy1:

PALS - Partnering at Locust Fork Schools - Students will meet monthly with their homeroom teacher. Students in grades 3-6 will also meet with their Club leader for one-two hours during PALS. Students will build positive relationships with their homeroom teacher and their Club leader in grades 3-6. Students will spend the day examining their individual data. Students will set academic and personal goals. Students will meet monthly during PALS to monitor their academic and personal goals and set new ones if needed.

Category: Develop/Implement Student and School Culture Program

Research Cited: Berger, R., Rugen, L. & Woodfin, L. (2014). Leaders of the their own learning: Transforming schools through student-engaged assessment. San Francisco, CA: Jossey-Bass

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PALS (school-wide Student Advocacy Day) will be held monthly. Students in K-2 will remain with their homeroom teachers in order to spend the day in team building activities and students setting and monitoring academic and personal goals. Students in grades 3-6 will remain with their homeroom teachers from 7:50-12:30 in order to participate in team building activities as well as setting and monitoring academic and personal goals. Students in grades 3-6 will spend the remaining school day 12:30-2:50 participating in clubs. Each available teacher/staff member will lead a student club. These clubs were developed by student interests. Students determined which club interested them. Students within a particular club group will build relationships with the club leader as well as students who share their common interests.	Career Preparation/ Orientation Community Engagement Behavioral Support Program Parent Involvement Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators and all Faculty and Staff

Activity - Student Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PALS (school-wide Student Advocacy Day) will be held once each 9 weeks. Students in K-2 will remain with their homeroom teachers in order to spend the day in team building activities and students setting and monitoring academic and personal goals. Students in grades 3-6 will remain with their homeroom teachers from 7:50-12:30 in order to participate in team building activities as well as setting and monitoring academic and personal goals. Each student will be given a one-inch binder to serve as his/her individual student portfolio. These portfolios will contain the following formative/summative data: PAR - grades K-2 Scantron - grades 2-6 PNOA (Primary Number and Operations Assessment)- grades 1-2 Progress Reports - grades 1-6 Report Cards/Checklist - grades K-6 Students will also set academic and personal goals. Academic goals will be based on one or more forms of data. Personal goals will be established by each student.	Behavioral Support Program Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Administrators and All Faculty and Staff

Goal 3:

All Faculty and Staff at Locust Fork Elementary will Collaborate to increase Parent and Family Engagement.

Measurable Objective 1:

collaborate to maximize Parent and Family Engagement by 05/24/2019 as measured by participation by families in school activities, and feedback on AdvancEd surveys..

Strategy1:

Increase Home/School Connection - The school community (faculty, administration, and staff) will work with the PTSO and community members to increase family engagement through a variety of outreach practices designed to increase student achievement.

Category: Implement Community Based Support and Intervention System

Research Cited: Hierck, T., Coleman, C., & Webber, C. (2011). Pyramid of behavior interventions: Seven keys to a positive learning environment. Bloomington, IN: Solution Tree Press.

Jolly, A. (2008). Team to teach: A facilitator's guide to professional learning teams. Oxford,

OH: National Staff Development Council

Knight, J. (2011). Unmistakeable impact: A partnership approach for dramtically improving

instruction. Thousands Oaks, CA: Corwin

Activity - Weekly Communication (Remind 101)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive text messages or emails regarding important communication from the school. The school also utilizes one call now for important information.	Parent Involvement	08/09/2017	05/24/2019	$0 - No Funding Required	Administrator and Teachers

Activity - Volunteer Outreach and Schedules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Locust Fork Elementary will provide information to parents and community members about volunteer opportunities. (Gifted Ed survey to all parents about expertise and or related skills that would benefit student learning)	Community Engagement Parent Involvement	08/09/2017	05/24/2019	$0 - Title I Part A	Teachers and Administration

Activity - Encouraging Participation (Parent Information and Support)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided with information and support regarding how to help their child at home. Parents and School will build positive relationships through Student-led conferences, PTSO programs, and other in-school and out-of-school activities. Supplies for PTSO will be purchased to support the process.	Community Engagement	08/09/2017	05/24/2019	$1371 - Title I Part A	Teachers and Administrators

Strategy2:

District Support - All faculty and staff will work in collaboration with the District to provide parents with opportunities to be involved in their child's educational career.

Category: Implement Community Based Support and Intervention System

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

Activity - Support for Administrators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information will be provided for the Federal Programs Information Session for all Title I schools as well as assistance regarding compliance with Title I law for Parental Involvement.	Parent Involvement	08/09/2017	05/24/2019	$0 - No Funding Required	District Level Parent Liaison, Administrator

Activity - Communication with Parents/Guardians	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a Parent survey will be conducted and an involvement link will be provided on the Blount County Schools website.	Parent Involvement	08/09/2017	05/24/2019	$0 - No Funding Required	District Level Parent Liaison, Administrator

Activity - Migrant Home School Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District employs a Migrant Home-School Liaison who supports in a variety of ways including but not limited to identification of families, professional development of teachers, meeting basic needs, summer supplemental services, medical referrals, and family literacy. Using the District EL Plan, parents whose native language is not English will be provided with progress notes and reports cards in a language they can understand.	Parent Involvement Community Engagement Academic Support Program	08/09/2017	05/24/2019	$0 - No Funding Required	Migrant Home Liaison

Activity - Medical Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school nurse will be employed to partner with parents and staff to maximize instructional time for each student.	Parent Involvement Academic Support Program	08/08/2016	05/24/2019	$500 - Title I Part A $8824 - Title I Part A	Administrator, school nurse, all faculty

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?

Teachers are included on the Continuous Improvement Planning Team. We meet periodically to analyze various data and determine strengths and weaknesses. All teachers and staff are given an opportunity to provide input in creating Goals, Strategies, and Action Steps. Teachers are also asked to participate in a Needs Assessment survey at the end of every school year. One teacher from each grade level serve on the Continuous Improvement Planning Team.

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?

The CIP Team look at all forms of data and determine students who would benefit from Tier 2 and Tier 3 intervention. There is a Problem Solving Team who looks at teacher referrals for students who are scoring below proficiency and are not making gains in Tier 1 and Tier 2 instruction.

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?

Tier 2 instruction targets those students scoring below proficiency. Tier 3 is an additional service provided to students who require instruction beyond Tier 2 needs.

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.

We have purchased online tools that can be accessed at home. There are also free online tools and resources LFES has shared with students and parents who need them. (Examples - MindPlay, IXL Learning, Reading Plus, Moby Max, Khan Academy, Ten Marks, Splash Math, Sadlier Schools)

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.

Special Education Students and EL students have an individualized plan that has been implemented to meet each student's unique academic and social needs. A parent Liaison has been retained by BCS to support Migrant, EL, and Economically disadvantaged students. We retain a social worker to support these students and have funding to help meet their unique needs.

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.

N/A

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.

CCRS has been implemented. SCANTRON Reading, Math, and Science tests as well as PAR assessments are administered. Federal funds are used to purchase resources and materials that help students at LFES meet their learning goals. SCANTRON Performance Series Reading, Math, and Science tests are administered three times a year and more depending on the student to track student progress and mastery of CCRS.

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)?

CCRS has been implemented. SCANTRON Performance Series Reading, Math, and Science as well as PAR assessments are administered. Federal funds are used to purchase resources and materials that help students at LFES meet their goals. SCANTRON Performance Series Reading, Math, and Science are administered three times a year and more depending on the student to track student progress and mastery of CCRS.

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

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

Every spring, the CIP Team meets to determine mastery of school-wide goals. The CIP Team completes a CIP evaluation form to the district. The CIP Team communicates the results to all faculty and staff members and determines new and/or additional goals for the upcoming year.

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?

Individual student data is reviewed to determine strengths and weaknesses.

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?

SCANTRON assessments and other progress monitoring assessments are used to monitor any student considered At-Risk. These students may be referred to the PST for assistance, support, and accommodations. Weekly/Monthly goals are established to determine student progression.

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?

Changes are made throughout the year based on data results, instructional rounds, walk-throughs, and teacher assessment tools.

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.	31.39

Provide the number of classroom teachers.

31.39

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1626407.0

Total   1,626,407.00

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.	81496.0

Total   81,496.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	30676.0

Total   30,676.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	56177.0

Total 56,177.00

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.	57343.0

Total   57,343.00

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 Adminstrators.

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.	10500.0

Total   10,500.00

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.	3150.0

Total   3,150.00

EL Teachers

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

Provide the number of EL Teachers.

.04

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	1977.24

Total   1,977.24

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.	18762.1

Total   18,762.10

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.	3364.55

Total   3,364.55

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	84704.0

Provide a brief explanation and breakdown of expenses.

25179.00 Instructional supplies and support ELA

5401.00 SUpport for CCR lesson planning - PLTs

3000.00 - Library to support vocabulary

16033.00 Instructional Aide

19569.00 Instructional supplies and support Math

4827.00 SPIRE and Small Group Instruction

1371.00 Parent Participation

9324.00 Medical Services

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))

We held our annual Federal Programs Title One Parent Meeting in August 2018. This meeting was held in the lunchroom. Our district Federal Programs Advisory Committee which is made up of representatives from each school's aCIP team, meets two times per year to review a needs assessment, Title I plan and set-asides for the upcoming year. This committee voted to distribute the Parental Involvement Funds based on the local school's free and reduced numbers. During the Title One Annual Federal Programs meeting presented a PowerPoint that explained the Title 1 requirements, Parents' Right-to-Know, and opportunities for parents to be involved in their child's education and as a volunteer at the school. A handout will be provided for all attendees with a written summary of the information covered in the meeting. A detachable section is provided for their signature as well as their comments, complaints, and/or suggestions. The detachable forms will be collected and used as additional parent input and will be considered in a future CIP committee meeting. This information was also sent as an attachment through Remind 101.

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))

Parent Teacher Student Organization (PTSO) holds meetings monthly for any parent, student, teacher, staff, and/or community member to attend. The district Federal Programs Administrative Assistant provides parent training sessions on computer skills, homework help, ARI, A+, KidCrafters (training sessions for parents and their preschool age children), and other topics as requested or needed throughout the school year. The Assistant also provides an informational booth regarding parent involvement in the Blount County Schools at the Blount County Fair in September and hosts an Open House/Orientation for all parents at the Blount County Resource Center to familiarize parents with the purpose and resources available through the Center. When applicable, handouts from meetings are available to parents who are unable to attend. An annual Parent Visitation Day is held each October for parent/teacher conferences and other parent activities in each school. (2) A district Parent Advisory Council oversees the planning and implementation of the District's Parent Involvement Program. The Council helps develop the Parent Involvement Plan and policy, reviews results from the Annual Parent Survey, and some members serve on the System Advisory Committee as well. The Annual Parent Survey requests all parents to indicate their interest in serving on local and/or district level planning committees. Results from the Annual Parent Survey are summarized and all comments are listed and provided to the principal for the use in planning their ACIP. Parents are involved in the planning, review, and improvement of the Title One program through representatives that serve on the committee, as well as giving parents opportunity for input and feedback through the school's website and through the school office. Because parent involvement is already established through the Auspices of PTSO, funds for parent involvement are budgeted for materials to be mailed to special education parents.

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))

The district Federal Programs Administrative Assistant provides a link on the website (www.blountboe.net) which offers digital copies of flyers announcing parent events, trainings, and workshops, copies of the Parental Involvement Plan and Policy, Parents Right-to-Know, web links to educational sites, and sites regarding the Alabama State Academic Standards and Curriculum, directions to and information about the Resource Center, and monthly newsletters for parents of elementary age children. Where feasible documents are provided in English and Spanish. The district also provides each student with a copy of the Blount County School System Student Handbook. The handbooks are quite comprehensive and cover general information, standard operating procedures, and general guidelines regarding what is expected from students and parents. The district Federal Programs Administrative Assistant provides a Parent Information brochure which contains the Parents RightstoKnow, information regarding the Blount County Resource Center, information regarding programs provided through Title One and pertinent information for the parents. A copy of the District Parent Involvement Plan is provided for each parent and distributed to each parent in each student's registration packet at the beginning of the school year. A copy of the Information Brochure and Parent Involvement Plan are posted on the Parent Involvement link of the www.blountboe.net website. Parents are encouraged to provide a valid email address for the Federal Programs Administrative Assistant to enable timely email reminders regarding school closures and events for parents. Having email addresses opens another avenue of communication between parents and the school system. Parents are informed of their child's progress, the curriculum and assessments in a variety of ways, including letters, conferences, (minimal of one per year per each family) calendars, agendas, and website features. Information about assessments is sent home, explaining the assessment and their child's performance, as well as information about the general curriculum and interventions that are being used. Parents are always welcome to meet with teachers, administration, or specialty staff (special education, gifted, instructional coach, counselor) regarding their child's performance. Parents of special education students are invited to a meeting detailing services available to their children and requesting their involvement in their children's education.

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))

The School Compact will be analyzed by school staff, students, and parents in the meeting that explains Title I. It is to be used in parent conferences so that parents, students, and teachers understand the compact. Parents are always providing feedback on parental involvement through the school's website and Facebook page.

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

The annual parent survey conducted by the district's Federal Programs Administrative Assistant contains questions regarding the CIP and provides an opportunity for parents to make suggestions, voice dissatisfaction or any make any other comment. The Continuous Improvement Plan is posted on the website with a place for comments (whether satisfaction or dissatisfaction). Comments are also taken in the school office for those without internet access.

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 are sent letters explaining student test scores, whether that be PAR, SCANTRON Performance Series tests or other data. Parents are encouraged to bring questions to the school principal for additional explanation and help. Students are taught in the upper grades to begin analyzing their own test scores, and this information is also sent home to parents. Meetings with parents that occur either on Parenting Day or throughout the year address student achievement. Progress reports are sent home every 4 1/2 weeks to inform parents of their child's grades. Parents may request conferences with teachers, counselor, or school administrator on an as needed basis. The district's Federal Programs Administrative Assistant provides a Parent Information Brochure which is distributed in the registration packet for each child. The brochure contains information regarding the state's academic content standards and student academic achievement standards. The brochure is also available in English and Spanish on the www.blountboe.net website. The district's Federal Programs Administrative Assistant provides Home and School Connections newsletters which are sent home with all students grades K-6. The newsletter contains information addressing parental involvement, testing and homework tips, parenting skills, and other subjects relating to education and parenting. It is provided in English and Spanish and is available on the Parent Involvement link of the www.blountboe.net website. Parents who provide a valid email address are also emailed a copy of the newsletter.

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)

The district's Federal Programs Administrative Assistant provides several training sessions at the Blount County Resource Center, where there is an ample supply of modern computers with Internet access. The focus of these training sessions is to assist parents to more effectively work with their children to improve their achievement in school. Training session include, but are not limited to: Helping with Homework, Basic Computer Skills, Parent Orientation/Open House at the Resource Center, Kid Crafters Preschool Training, and others. In addition, helpful tips are provided through the Home and School Connections, (K-6 grades). These monthly newsletters are provided in both English and Spanish.

At the local school level, tools to help parents work with their children to improve achievement are offered, such as IXL Learning, reading passages, supplemental review materials, as well as the website offering review and game activities to reinforce the skills that are being

taught in the classroom. More resources are offered through the school system, including technology classes, literacy training, materials, and special programs focused on improving literacy and skill development.

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)

Staff members are trained to assist parents and treat them in kind and respectful ways. Creating a culture of welcome and acceptance is critical to this. Our PTSO communicate school functions and needs to parents/community. The PTSO works to improve classroom instruction by helping to finance needed materials/equipment. The district's Federal Programs Administrative Assistant meets with the principals each fall to review Title 1 requirements of parent involvement, to suggest strategies and events the school can provide to meet the requirements and provide materials, if necessary to accomplish those goals. The Assistant also provides training sessions and materials at the Blount County Resource Center and maintains the Parent Involvement link on the district's website. The Assistant sends emails to parents, who provide a valid email address, alerting them of upcoming events and standardized testing dates, school closures, and general information pertinent to their child's academic achievement. The district's Federal Programs Administrative Assistant has a Parent Advisory Council made up of parents from Title One schools in the Blount County District. The Council meets bi-annually for planning, review, implementation, and evaluation of the LEA Parent Involvement Plan. The district's Federal Programs Administrative Assistant will hold a training session for volunteer parent representatives for each school during the first quarter of this school year. She works with the school's parent liaisons in planning on-site trainings and workshops and provides materials to distribute during the state-wide parenting visitation day. In addition, the district's Federal Programs Administrative Assistant and the migrant/ELL Home-School liaison provide fair booths at the Blount County Fair in September of each year. Materials on a variety of subjects are made available in both English and Spanish. Parents are asked to participate in a variety of ways with school programs, community outreach, and parent assistance programs.

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)

The Blount County Resource Center is available for use by all parents and is centrally located in Cleveland, AL. Stationed at the Resource

Center is a system wide ESL consulting teacher, a Spanish translator, and a Federal Programs Administrative Assistant. In addition to the general education staff of each school, these individuals work collaboratively to meet the training needs of the parents of our homeless, migrant, and non-native English speaking students. In addition, the Resource Center is equipped with modern computers and provides a focus on parental involvement activities that are coordinated by the school system's Federal Programs Administrative Assistant . Parents are encouraged to use the Resource Center to check out and make items to improve their parenting skills and to supplement their child's mastery of required subjects. Although we encourage parents to fully support the education of their children, we do not currently house a parent resource center on campus. This resource center is centrally located in Cleveland at the Blount County Resource Center, where parents can check out books and materials to learn more about their child, and help their child's achievement improve

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)

The district's ESL/Migrant Home Liaison provides translations of documents going home to parents of English As A Second Language students. Informational flyers are also translated as well as handbooks, policies, parent involvement plans, newsletters, and parent surveys. Registration, medical, disciplinary, health, and sports related forms are also translated. When feasible, software services such as Transact, is used. To the extent practicable, information posted to the parent involvement link of the www.blountboe.net website is available in both English and Spanish. Recognizing the need to assist in bridging the gap of the linguistic diversity of students at school, communication handouts, signs, and directions are often translated into native languages spoken at the school. The ESL/Migrant Liaison is also available to attend IEP meetings, disciplinary hearings, and parent/teacher conferences to serve as a translator for non-English speaking parents. Information is available in Spanish. The district employs a bilingual home-school liaison who is available for parent conferences and questions.

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))

Translators and sign-language interpreters are on staff with the Blount County Board of Education to ensure that all parents are able to understand the information being presented. All schools and facilities are handicap accessible including Locust Fork ES. Reports and information, including student progress notes and report cards, are available in Spanish, or other languages (as needed). Special accommodations are continuously made to communicate with parents by phone and home visits as needed. A Migrant Liaison is on staff at the Blount County Resource Center, with a direct phone line (Spanish speaking voicemail), offering a wide variety of supports which also include the following:
- Translating and support at all events including I.E.P. meetings and school functions
- Translation of all written materials including Parent compacts, student handbook, newsletters, home-to-school connections, progress notes,report cards, etc.

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