



ALABAMA STATE DEPARTMENT OF EDUCATION
 Joseph B. Morton, State Superintendent of Education
2008 - 2009
CONTINUOUS IMPROVEMENT PLAN
NON-TITLE I School Programs



Note: Blank copy is available on www.alsde.edu, Sections, Accountability Roundtable, Publications
 Submit plans via e-mail to plans@alsde.edu

NAME OF SCHOOL: Lincoln High School				
STREET ADDRESS: 78989 AL Hwy 77		CITY: Lincoln	STATE: Alabama	ZIP CODE: 35096
CONTACT: Terry Roller		TELEPHONE: 256-315-5295	E-MAIL: troller@tcboc.org	
Identified for School Improvement? No <input type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 or more <input type="checkbox"/>				
ALL PLANS: Submit to LEA for Board approval. Retain the original plan in the LEA. Submit a copy of the plan electronically to your system's E-GAP Document Library by November 7, 2008.				
If using any Federal funding: Submit to LEA for Board approval. <u>Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures</u> to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, AL 36130-2101. Submit the plan with budget electronically to your system's E-GAP Document Library by November 7, 2008.				
Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input type="checkbox"/> <i>If NO, complete PART III of the Continuous Improvement Plan</i> N/A <input type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Are any federal resources like Title II, III, IV, V, and VI used to coordinate with and supplement existing services and are not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders (example: through parent meetings or on websites) : Lincoln High School's Continuous Improvement Plan (CIP) will be available to parents and other stakeholders through the library media center, the guidance office, and the administration office. The CIP will also be available through the school website http://lhs.tcboc.org .
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/>		Board approval received on _____, 2007.		Board Signature: _____
Superintendent Signature: _____		Date: _____		Date: _____
LEA Representative Signature: <small>(responsible for monitoring plan)</small>		Date: _____		Date: _____
Principal Signature: _____		Date: _____		Date: _____

System: Talladega County
 School: Lincoln High School
 September 2008

Submit plans to your system's E-GAP Document Library by November 7, 2008

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April/May 2008– August 2008):

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

In May 2008, the school leadership team (including parent members) will meet with Talladega County’s school improvement specialist to review the 2007-2008 Continuous Improvement Plan (CIP). The purpose of the meeting will be to evaluate the degree to which implemented strategies have been met. After reviewing the 2007-2008 CIP, the team will determine which elements have or have not been successfully mastered and need to be or not to be included in next year’s plan. In August 2008, teachers will disaggregate AHSGE data (spring 2008), and the results will be shared with school faculty, staff, and parents. Teachers will also use these results to create tracking documents to aid them in driving their instruction and to insure them that each child is mastering the objectives they are teaching. The CIP team will meet to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft is achieved, faculty and staff will review it and revise it as needed. The completed CIP will be sent to the Talladega County Board of Education for approval and signatures.

<p style="text-align: center;">Instructional Leadership Team Names (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p style="text-align: center;">Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p style="text-align: center;">Signatures (Indicates participation in the development of the CIP)</p>
<p style="text-align: center;">Terry Roller Chante Chatman Harvey Edwards Rhonda Gannaway Jesse Hooks Tammy Kirk Mary Rivers Wendy Roberts Devonna Strickland Tammy Swain Anita Watts</p>	<p style="text-align: center;">Principal Reading Teacher Social Studies Teacher Guidance Counselor Social Studies Teacher Parent Math Teacher Science Teacher Resource Teacher Parent Special Education</p>	

Part I – SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

Alabama AYP Accountability Reports

School Status Report

Alabama Department of Education
 Adequate Yearly Progress Status for 2008-2009
 Based on School Year 2007-2008 Data

061 Talladega County - 0170 Lincoln High School

2008-2009 AYP Status	This school met 13 goals out of 13 (100%).
	Made AYP
	School Improvement - Year 2 (Delay)

Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
School Improvement - Year 2 (Delay)				
All Students	98	Yes	5.24	Yes
Special Education	100	N/A	-51.00	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	N/A	0.49	N/A
Hispanic	No Data	No Data	No Data	No Data
White	97	Yes	8.07	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free / Reduced Meals	98	Yes	-0.89	Yes(CI)

Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	98	Yes	13.72	Yes
Special Education	100	N/A	-7.00	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	N/A	9.49	N/A
Hispanic	No Data	No Data	No Data	No Data
White	97	Yes	16.22	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free / Reduced Meals	98	Yes	8.11	Yes

Additional Academic Indicator - Graduation Rate		
Made AYP	Graduation Rate Goal = 90%	Met Additional Academic Indicator
Not in School Improvement		
All Students	74%	Yes(IM)

Part I - continued - DIRECTIONS - SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students.

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

The school leadership team is divided into smaller action teams: team reading, team math, and team graduation rate. Each team is assigned roles and responsibilities in relation to the types of data to be collected. After each action team collects data, then the school leadership team will meet, and a member of each action team will present his/her findings to the whole group. Goals will be written after the data has been presented.

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs.	
The 2007-2008 Continuous Improvement Plan indicated areas of weakness and concern that are evaluated, and recommendations for teaching assignments are determined through departmental collaboration based on those academic needs and educational teaching experience in the core areas.	
Number and percentage of Non-HQT: 2/35 (6%) of teachers are not highly qualified <ul style="list-style-type: none"> • 2/35 (6%) of teachers are not highly qualified 	Number and percentage of Classes Taught by Non-HQT: <ul style="list-style-type: none"> • 11/164 (6.7%) of classes are taught by non highly qualified teachers
Alabama High School Graduation Exam (AHSGE):	
Strengths: <ul style="list-style-type: none"> • 87% of 11th grade students passed the math portion of the AHSGE during the 2007-2008 administration. • 75% of 10th grade students in the white subgroup passed the math portion of the AHSGE during the 2007-2008 administration. • No gap existed between the 10th grade male and female subgroups on the math portion of the 2007-2008 administration of the AHSGE. • 89% of 10th grade white female students passed the reading portion the AHSGE during the 2007-2008 administration. • 90% of the 11th grade students passed the reading portion of the AHSGE during the 2007-2008 administration. 	Weaknesses: <ul style="list-style-type: none"> • 20% of the 10th grade special education students passed the math portion of the AHSGE during the 2007-2008 administration. • 58% of the 10th grade students in the free and reduced sub-group passed the math portion of the AHSGE during the 2007-2008 administration. • 61% of the 10th grade students in the black subgroup passed the math portion of the AHSGE during the 2007-2008 administration. • 41% of the 10th grade black female students did not pass the reading portion of the AHSGE during the 2007-2008 administration. • 38% of the 11th grade students in the free and reduced subgroup failed the reading portion during the spring administration.

Alabama Reading and Mathematics Test (ARMT):	
Strengths: NA	Weaknesses: NA
Alabama Science Assessment:	
Strengths: NA	Weaknesses: NA
Stanford 10:	
Strengths: NA	Weaknesses: NA
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: NA	Weaknesses: NA
Alabama Direct Assessment of Writing (ADAW):	
Strengths: <ul style="list-style-type: none"> Sixty-seven percent of students of Level III and IV on the ADAW during spring 2007-2008 administration. 	Weaknesses: <ul style="list-style-type: none"> 30% of students scored Level II during the spring 2007-2008 administration. 3% of students scored Level IV during the spring 2007-2008 administration.
ACCESS for English Language Learners (ELLs):	
Strengths: NA	Weaknesses: NA

School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, student attendance).	
Professional Education Personnel Evaluation (PEPE) School Profile Information: Strengths:	Weaknesses:
<p>Strengths:</p> <p>According to the 11th HS 2007-2008 OSCAR Evaluation:</p> <ul style="list-style-type: none"> Disciplinary referrals declined in part to the counseling the students received from the principal, vice principal, school counselor, SPE case worker, drop-out preventionist, system interventionist and 24 other staff practice in summarization 2.5 Demonstrates knowledge of subject matter and pedagogy 5.0 Assessment of student performance BBSST and IEPs resulting in higher achievement. 3.1 Monitors student performance Tardiness to school was reduced by consistently referring students to OSCAR 3.3 Providing feedback about student performance Parent contacts/conferences were scheduled for 90% of students referred to OSCAR 3.4 Uses assessment results Zero students were expelled from school. 	<p>Weaknesses:</p> <p>According to the 11th HS 2007-2008 OSCAR Evaluation:</p> <ul style="list-style-type: none"> Students who missed 20 or more days in a school year were not held accountable by the course or receiving the "No Credit" for the course 2.1 Developing the lesson A large number of OSCAR detentions and short-term/long-term suspensions were repeat offenders 8.1 Involves students in interaction 72% of students received at least one discipline referral (a 10% decrease from last year) 5.4 Maintains a physical environment conducive to learning within limitation of facility provided
School Demographic Information related to drop-out information and graduation rate data.	
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA] School Technology Plan Data)	Weaknesses:
<p>Strengths:</p> <p>Drop-out rate among seniors has reduced from 35% in 2004-2005 to 17% in 2005-2006 to 3.6% in 2008</p> <ul style="list-style-type: none"> Internet access is available in every classroom A computer lab is available so that each teacher may coordinate classroom instruction w/ technology 92% of teachers have participated in technology- focused professional development activities in the last 12 months 97% of teachers use computer technology at least once per month to report student progress. 	<p>Weaknesses:</p> <p>Graduation rate for 2006-2007 was 74%</p> <ul style="list-style-type: none"> 10% decrease in the number of students in the graduating class who received an Advanced Placement or credit based diploma (from 86% to 76%) met or not at all 85% of students who required out missed 20 or more days 89% of students who dropped out failing 2 or more classes
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths:	Weaknesses:
<p>Strengths:</p> <ul style="list-style-type: none"> urchased 4 additional interwrite tablets and 5 classroom sets of Personal Response Systems (PRS). Five additional courses are taught via the Access system 	
School Perception Information related to student PRIDE data.	
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late arrivals, and grade level assessments, surveys, program specific assessments).	
Strengths:	Weaknesses:
<p>Strengths:</p> <ul style="list-style-type: none"> 70% of students report that they seldom/never get in trouble at school (if applicable) 82% of students report that they seldom/never skipped school 82% of students report that they never take part in gang activity Strong monitoring system was utilized for students who had unexcused/excessive absences who were ALLS reading 16 years old 90% of students report that they never use meth, cocaine, hallucinogens, uppers, downers, ecstasy, inhalants, heroin, anabolic steroids and oxycontin. Counseling services through the drop-out preventionist were provided for students who had unexcused/excessive absences 	<p>Weaknesses:</p> <ul style="list-style-type: none"> enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) Only 57% of students live w/ both parents Only 33% of students report that parents set clear rules for them 80% of students report that parents are not consistent w/ punishment when rules are broken Only one of the 904 students had reading placement test, 57% of the students who took the test had reading proficiency of the 4th-5th grade level. 25% of students report that they smoke cigarettes at least once weekly 36% of students report that they drink beer more than 6 times per year Only 70% report that they never use marijuana 10% of students report that they have carried a handgun on at least one occasion 50% of students report that they do not feel safe on school grounds.
Career and Technical Education Program Improvement Plan:	
School Perception Information related to parent perceptions and parent needs including information about literacy and educational needs.	
School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).	
Strengths:	Weaknesses:
<p>Strengths:</p> <p>HS student attainment of passing in mathematics averaged 97.59% compared to the state target level of 88.84%.</p>	<p>Weaknesses:</p> <p>state target level of 15.4%.</p> <ul style="list-style-type: none"> Poor placement based on follow-up of completers average: 55.55% compared to the state target level of 92.53%
School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).	
Strengths:	Weaknesses:
<p>System: Talladega County</p> <p>School: Lincoln High School</p>	<p>Weaknesses:</p> <p>Submit plans to your system's E-GAP Document Library by November 7, 2008</p>
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths:	Weaknesses:

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS and be written in SMART Goal format: **In the 2008-2009 testing, increase the passing rate of 11th grade free and reduced lunch student on the math portion of the AHSGE from 58% to a baseline AMO of 77%.**

Data Results on which goal is based: During the 2007-2008 spring administration only 58% of free and reduced lunch students passed the math portion of the AHSGE as 10th graders.

TARGET GRADE LEVEL(S): 11 th Grade	TARGET CONTENT AREA(S): Circle One Reading <input type="radio"/> Math <input checked="" type="radio"/> Science <input type="radio"/> Other <input type="radio"/>	AHSGE: Reading <input type="radio"/> Math <input checked="" type="radio"/> Science <input type="radio"/> Social Studies <input type="radio"/> Language <input type="radio"/>	Additional Academic Indicators: NA	TARGET STUDENT SUBGROUP(S): Free and Reduced Lunch
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STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
		WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?			DATE	(+, -, N/A)
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)			HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)		

<p>All standards on the AHSGE Item Specifications:</p> <ul style="list-style-type: none"> I-1-I-4 II-1-II-4 III-1-III-2 IV-1-IV-2 V-1-V-4 VI-1 VII-1-VII-8 <p>Longitudinal data indicates the highest percentage of nonmastery in the following AHSGE standards:</p> <p><u>Math</u></p> <ul style="list-style-type: none"> Solve quadratic equations Translate verbal/symbolic graphs into equations or inequalities Graph: Linear equations; common relations 	<p>STRATEGY: Pace, monitor, and assess instruction of all math objectives on the AHSGE.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> Pacing guides will be used to drive instruction. Pacing guides will be monitored bi-weekly in lesson plans. 	<p>Pacing Guides are monitored bi-weekly in lesson plans by resource teacher.</p>	<p>100% of teachers will submit pacing guides by the end of August.</p>	<p>Teachers will reteach the objectives that are not mastered on the pacing guide until they reach 75% mastery on the EOM test.</p> <p>Pyramid of Intervention</p> <ul style="list-style-type: none"> Parents of failing students will receive progress reports 3 times within a 9 week period. <p>After school tutoring program</p> <p>Peer tutoring program</p> <p>Math students not passing the AHSGE will be placed in math remediation classes</p>	<p><i>ASHGE Item Specifications</i></p> <p><i>AL COS Mathematics</i></p> <p><i>Talladega County Standards Map</i></p> <p><i>Student Review Guides: Math</i></p> <p>Strategic Teaching Strategy Resources</p>		
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STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
<p>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</p>	<p>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</p>	<p>WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?</p>	<p>WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?</p>	<p>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?</p>	<p>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</p>	<p>DATE</p>	<p>(+, -, N/A)</p>

<p>All standards on the AHSGE Item Specifications:</p> <ul style="list-style-type: none"> I-1-I-4 II-1-II-4 III-1-III-2 IV-1-IV-2 V-1-V-4 VI-1 VII-1-VII-8 <p>Longitudinal data indicates the highest percentage of nonmastery in the following AHSGE standards:</p> <p><u>Math</u></p> <ul style="list-style-type: none"> Solve quadratic equations Translate verbal/symbolic graphs into equations or inequalities Graph: Linear equations; common relations 	<p>STRATEGY: Pace, monitor, and assess instruction of all math objectives on the AHSGE</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> End of month test will be administered the last week of each month. Scores from the end of the month test will be recorded on mastery profile sheets. End of the month test results will be shared and discussed at monthly department meetings. 	<p>End of the month tests and mastery profile sheets will be submitted to the resource teacher monthly.</p> <p>Departmental meeting agendas will include a discussion of end of the month test results.</p>	<p>100% of students scoring at 75% or higher on end of the month tests</p>	<p>Teachers will reteach the objectives that are not mastered on the EOM tests. Students not mastering objectives on EOM tests will be remediated until they score proficient which is 75% mastery.</p> <p>Pyramid of Intervention</p> <ul style="list-style-type: none"> Parents of failing students will receive progress reports 3 times within a 9 week period. <p>After school tutoring program</p> <p>Peer tutoring program</p> <p>Math students not passing the AHSGE will be placed in math remediation classes</p>	<p><i>ASHGE Item Specifications</i></p> <p><i>AL COS Mathematics</i></p> <p><i>Talladega County Standards Map</i></p> <p><i>Student Review Guides: Math</i></p> <p>Strategic Teaching Strategy Resources</p>		
<p>All standards on the AHSGE Item Specifications:</p> <ul style="list-style-type: none"> I-1-I-4 II-1-II-4 III-1-III-2 IV-1-IV-2 V-1-V-4 VI-1 VII-1-VII-8 <p>Longitudinal data indicates the highest percentage of nonmastery in the following AHSGE standards:</p> <p><u>Math</u></p> <ul style="list-style-type: none"> Solve quadratic equations Translate verbal/symbolic graphs into equations or inequalities Graph: Linear equations; common relations 	<p>STRATEGY: Pace, monitor, and assess instruction of all math objectives on the AHSGE.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> Questions from each math teacher's subject area tests will be modeled after questions from the item specifications for the AHSGE. 	<p>Group math documentation forms will be submitted to the resource teacher with biweekly lesson plans.</p>	<p>100% completion of biweekly updates on documentation forms</p>	<p>Pyramid of Intervention</p> <ul style="list-style-type: none"> Parents of failing students will receive progress reports 3 times within a 9 week period. <p>After school tutoring program</p> <p>Peer tutoring program</p> <p>Math students not passing the AHSGE will be placed in math remediation classes</p>	<p><i>ASHGE Item Specifications</i></p> <p><i>AL COS Mathematics</i></p> <p><i>Talladega County Standards Map</i></p> <p><i>Student Review Guides: Math</i></p> <p>Strategic Teaching Strategy Resources</p>		

STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
<p>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</p>	<p>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</p>	<p>WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?</p>	<p>WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?</p>	<p>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?</p>	<p>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</p>	<p>DATE</p>	<p>(+, -, N/A)</p>

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<p>All standards on the AHSGE Item Specifications:</p> <ul style="list-style-type: none"> • I-1-I-4 • II-1-II-4 • III-1-III-2 • IV-1-IV-2 • V-1-V-4 • VI-1 • VII-1-VII-8 <p>Longitudinal data indicates the highest percentage of nonmastery in the following AHSGE standards:</p> <p><u>Math</u></p> <ul style="list-style-type: none"> • Solve quadratic equations • Translate verbal/symbolic graphs into equations or inequalities • Graph: Linear equations; common relations 	<p>STRATEGY: Pace, monitor, and assess instruction of all math objectives on the AHSGE.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> • Every lesson will exhibit strategic teaching strategies. 	<p>Lesson plans will be monitored biweekly for strategic teaching strategies, and administrators/resource teacher will make informal observations on a weekly basis.</p>	<p>100% of lesson plans will include strategic lessons.</p>	<p>Pyramid of Intervention</p> <ul style="list-style-type: none"> • Parents of failing students will receive progress reports 3 times within a 9 week period. <p>After school tutoring program</p> <p>Peer tutoring program</p> <p>Math students not passing the AHSGE will be placed in math remediation classes</p>	<p><i>AHSGE Item Specifications</i></p> <p><i>AL COS Mathematics</i></p> <p><i>Talladega County Standards Map</i></p> <p><i>Student Review Guides: Math</i></p> <p>Strategic Teaching Strategy Resources</p>		
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***WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.**

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS and be written in SMART Goal format: 1. In 2008-2009 increase the passing rate for black 11th grade students on the AHSGE reading portion from 60% in 07-08 to an AMO of 86%. 2. In 2008-2009 increase the passing rate for all 11th grade students on the AHSGE reading portion from 69% in 2007-2008 to an AMO of 86%.

Data Results on which goal is based: During the 2007-2008 spring administration 41% of black female 10th grade students passed the AHSGE reading portion. Overall passing rate of 10th graders on the AHSGE reading portion in 2007-2008 was 69%. Free reduced 10th grade students' passing rate was 62%.

TARGET GRADE LEVEL(S): 11 th Grade	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	Additional Academic Indicators: NA	TARGET STUDENT SUBGROUP(S): Black; Free and reduced lunch
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STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
		WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?			DATE	(+, -, N/A)

<p>All standards on the AHSGE Item Specifications:</p> <ul style="list-style-type: none"> I-1; I-2; I-3; II-1; II-2; II-3; II-4; II-5; III-1; III-2; III-3; IV-1; IV-2,3; IV-4 <p>Longitudinal data indicates the highest percentage of nonmastery in the following AHSGE standards:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Recognize summary statements (II-5) Recognize logic and arguments (III-1) Preview, Predict; Discern organizational patterns (IV-2,3) Determine meaning of words (IV-1) 	<p>STRATEGY: Monitor and assess instruction of all reading objectives on the AHSGE</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> Pacing guides will be used to drive instruction. Pacing guides will be monitored bi-weekly in lesson plans. 	<p>Pacing Guides are monitored bi-weekly in lesson plans by resource teacher.</p>	<p>100% of teachers will submit pacing guides by the end of August.</p>	<p>Teachers will reteach the objectives that are not mastered on the pacing guide until they reach 75% mastery on the EOM test.</p> <p>Pyramid of Intervention</p> <ul style="list-style-type: none"> Parents of failing students will receive progress reports 3 times within a 9 week period. <p>After school tutoring program</p> <p>Peer tutoring program</p> <p>Language Arts students not passing the AHSGE will be placed in reading remediation classes.</p>	<p><i>ASHGE Item Specifications</i></p> <p><i>AL COS Reading</i></p> <p><i>Talladega County Standards Map</i></p> <p><i>Student Review Guides: Reading</i></p> <p>Strategic Teaching Strategy Resources</p> <p><i>SRA Corrective Reading Program</i></p> <p>Mastery/Nonmastery profile sheets</p>		
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STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN
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WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)	DATE	(+, -, N/A)
<p>All standards on the AHSGE Item Specifications:</p> <ul style="list-style-type: none"> I-1; I-2; I-3; II-1; II-2; II-3; II-4; II-5; III-1; III-2; III-3; IV-1; IV-2,3; IV-4 <p>Longitudinal data indicates the highest percentage of nonmastery in the following AHSGE standards:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Recognize summary statements (II-5) Recognize logic and arguments (III-1) Preview, Predict; Discern organizational patterns (IV-2,3) Determine meaning of words (IV-1) 	<p>STRATEGY: Pace, monitor, and assess instruction of all reading objectives on the AHSGE</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> End of month test will be administered the last week of each month. Scores from the end of the month test will be recorded on mastery profile sheets. End of the month test results will be shared and discussed at monthly department meetings. 	<p>End of the month tests and mastery profile sheets will be submitted to the resource teacher monthly.</p> <p>Departmental meeting agendas will include a discussion of end of the month test results.</p>	<p>100% of students scoring at 75% or higher on end of the month tests</p>	<p>Teachers will reteach the objectives that are not mastered on the pacing guide until they reach 75% mastery on the EOM test.</p> <p>Pyramid of Intervention</p> <ul style="list-style-type: none"> Parents of failing students will receive progress reports 3 times within a 9 week period. <p>After school tutoring program</p> <p>Peer tutoring program</p> <p>Language Arts students not passing the AHSGE will be placed in reading remediation classes.</p>	<p><i>ASHGE Item Specifications</i></p> <p><i>AL COS Reading</i></p> <p><i>Talladega County Standards Map</i></p> <p><i>Student Review Guides: Reading</i></p> <p>Strategic Teaching Strategy Resources</p> <p><i>SRA Corrective Reading Program</i></p> <p>Mastery/Nonmastery profile sheets</p>		
<p>All standards on the AHSGE Item Specifications:</p> <ul style="list-style-type: none"> I-1; I-2; I-3; II-1; II-2; II-3; II-4; II-5; III-1; III-2; III-3; IV-1; IV-2,3; IV-4 <p>Longitudinal data indicates the highest percentage of nonmastery in the following AHSGE standards:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Recognize summary statements (II-5) Recognize logic and arguments (III-1) Preview, Predict; Discern organizational patterns (IV-2,3) Determine meaning of words (IV-1) 	<p>STRATEGY: Pace, monitor, and assess instruction of all reading objectives on the AHSGE.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> Divide the reading objectives across the curriculum to be reviewed in other classes. 	<p>Group reading documentation forms will be submitted to the resource teacher with biweekly lesson plans.</p>	<p>100% completion of biweekly updates on documentation forms</p>	<p>Teachers will reteach the objectives that are not mastered on the pacing guide until they reach 75% mastery on the EOM test.</p> <p>Pyramid of Intervention</p> <ul style="list-style-type: none"> Parents of failing students will receive progress reports 3 times within a 9 week period. <p>After school tutoring program</p> <p>Peer tutoring program</p> <p>Language Arts students not passing the AHSGE will be placed in reading remediation classes.</p>	<p><i>ASHGE Item Specifications</i></p> <p><i>AL COS Reading</i></p> <p><i>Talladega County Standards Map</i></p> <p><i>Student Review Guides: Reading</i></p> <p>Strategic Teaching Strategy Resources</p> <p><i>SRA Corrective Reading Program</i></p> <p>Mastery/Nonmastery profile sheets</p>		
STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN		

WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)	DATE	(+, -, N/A)
<p>All standards on the AHSGE Item Specifications:</p> <ul style="list-style-type: none"> I-1; I-2; I-3; II-1; II-2; II-3; II-4; II-5; III-1; III-2; III-3; IV-1; IV-2,3; IV-4 <p>Longitudinal data indicates the highest percentage of nonmastery in the following AHSGE standards:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Recognize summary statements (II-5) Recognize logic and arguments (III-1) Preview, Predict; Discern organizational patterns (IV-2,3) Determine meaning of words (IV-1) 	<p>STRATEGY: Pace, monitor, and assess instruction of all reading objectives on the AHSGE.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> Every lesson will exhibit strategic teaching strategies. 	<p>Lesson plans will be monitored biweekly for strategic teaching strategies, and administrators/resource teacher will make informal observations on a weekly basis.</p>	<p>100% of lesson plans will include strategic lessons.</p>	<p>Teachers will reteach the objectives that are not mastered on the pacing guide until they reach 75% mastery on the EOM test.</p> <p>Pyramid of Intervention</p> <ul style="list-style-type: none"> Parents of failing students will receive progress reports 3 times within a 9 week period. <p>After school tutoring program</p> <p>Peer tutoring program</p> <p>Language Arts students not passing the AHSGE will be placed in reading remediation classes.</p>	<p><i>ASHGE Item Specifications</i></p> <p><i>AL COS Reading</i></p> <p><i>Talladega County Standards Map</i></p> <p><i>Student Review Guides: Reading</i></p> <p><i>Strategic Teaching Strategy Resources</i></p> <p><i>SRA Corrective Reading Program</i></p> <p><i>Mastery/Nonmastery profile sheets</i></p>		
<p>All standards on the AHSGE Item Specifications:</p> <ul style="list-style-type: none"> I-1; I-2; I-3; II-1; II-2; II-3; II-4; II-5; III-1; III-2; III-3; IV-1; IV-2,3; IV-4 <p>Longitudinal data indicates the highest percentage of nonmastery in the following AHSGE standards:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Recognize summary statements (II-5) Recognize logic and arguments (III-1) Preview, Predict; Discern organizational patterns (IV-2,3) Determine meaning of words (IV-1) 	<p>STRATEGY: Pace, monitor, and assess instruction of all reading objectives on the AHSGE.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> Continue the research-based Corrective Reading program to all special education students and regular education 11th graders who did not pass the reading portion of the ASHGE and who qualified for Corrective Reading. 	<p>Reading fluency checks will be administered biweekly by reading teachers to monitor progress .</p>	<p>100% of the students participating in the corrective reading program will meet level program goals for fluency (which is an increase of 10 wpm after every 10 lessons completed) within required error limit (3 errors for A, B1, B2 and 5 errors for level C) each quarter (checkpoint).</p>	<p>Teachers will reteach the objectives that are not mastered on the pacing guide until they reach 75% mastery on the EOM test.</p> <p>Pyramid of Intervention</p> <ul style="list-style-type: none"> Parents of failing students will receive progress reports 3 times within a 9 week period. <p>After school tutoring program</p> <p>Peer tutoring program</p> <p>Language Arts students not passing the AHSGE will be placed in reading remediation classes.</p>	<p><i>ASHGE Item Specifications</i></p> <p><i>AL COS Reading</i></p> <p><i>Talladega County Standards Map</i></p> <p><i>Student Review Guides: Reading</i></p> <p><i>Strategic Teaching Strategy Resources</i></p> <p><i>SRA Corrective Reading Program</i></p> <p><i>Mastery/Nonmastery profile sheets</i></p>		

WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals.

ENGLISH LANGUAGE PROFICIENCY GOAL SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS and be written in SMART Goal Format: NA
Data Results on which goal is based:

TARGET GRADE LEVEL(S):	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	Writing	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE ENGLISH LANGUAGE PROFICIENCY? (List specific strategies, not programs or program names.)	WHAT DATA WILL BE USED THROUGHOUT THE YEAR TO MEASURE PROGRESS? HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MAKING ADEQUATE PROGRESS IN LANGUAGE ACQUISITION (APLA) AND OR ATTAINING ENGLISH LANGUAGE PROFICIENCY?	WHAT RESOURCES ARE NEEDED FOR SUCCESSFUL IMPLEMENTATION?	DATE	+, -, N/A
	STRATEGY: ACTION STEP:						
	STRATEGY: ACTION STEP:						
	STRATEGY: ACTION STEP:						

*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

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

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
			DATE	+, -, NA
<ul style="list-style-type: none"> • Large number of detentions, short/long-term suspensions are repeat offenders • 71.6% of students received at least one discipline referral 	<p>Utilize the Pyramid of Interventions for failing students</p> <p>Incorporate the use of PBS system</p> <ul style="list-style-type: none"> • Student of the Week (selected from Bear Paws)- Students are given free meal certificates from local restaurants; free passes to school activities; non-uniform days • End of year pep rally-Students are given donated awards/prizes • Free dress day • Bear Paws/Bear Hugs (Bear Paws recognize students who are “caught” doing things right; students give Bear Hugs to teachers they appreciate) 	<p>Incentives (provided by general fund)</p> <p>Copy of Pyramid of Interventions</p>		
<ul style="list-style-type: none"> • One 12th grade student had perfect attendance • 74 students had more than 20 days absent 	<p>Make use of Early Warning Intervention for unexcused absences</p> <p>Provide rewards for perfect attendance each nine weeks (i.e. certificates)</p> <p>Implemented no credit policy after 10 unexcused absences</p>	<p>Incentives (provided by general fund)</p>		

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
<p>There is a low participation rate of parents in academic related school activities</p>	<p>Utilize the Pyramid of Interventions for students who are at-risk of failing</p> <ul style="list-style-type: none"> • All students receiving a “D” or “F” on their biweekly progress report in any core subject will have their report mailed to their parents (1st, 2nd, and 3rd level) • The teacher of the core subject will make parental contact to ensure parents are aware that improvement must be made and to give recommendations for improvement as well as tutoring/assistance information (1st, 2nd, and 3rd Level) • Students receiving an “F” will meet with the Counselor, Assistant Principal, or Principal to develop a “plan of action”. Parents will be contacted and asked to attend the meeting and help create the plan (2nd Level) <p>Provide group parent e-mails to parents who are on-line</p> <p>Teacher websites with classroom information available</p> <p>Incorporate the use of “positive” parent phone calls</p>	<p>Copy of the Pyramid of Interventions</p> <p>Parent contact call logs</p> <p>Website training</p>		
<ul style="list-style-type: none"> • Graduation rate for 2006-2007 was 74% • 10% decrease in the number of students in the graduating class who received an Advanced, standard, or credit-based diploma. (from 86% to 76%) • 85% of students who dropped out missed 20 or more days • 89% of students who dropped out were failing 2 Or more classes 	<p>Incorporate the Lincoln Link-Up Advisory Program:</p> <ul style="list-style-type: none"> • Each certified employee of LHS will act as advisor to a group of 13-14 students • Each advisory group will be randomly selected by STI and will include all grade levels • Students will remain in the same group until they graduate • Advisors will remain with the same group as long as they are employed by the school <p>Advisory groups will meet bi-weekly as a group and advisors will meet with failing students on an individual basis</p>	<p>Link-Up Binder</p>		

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

1. Highly Qualified Teachers: Describe the strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.
TCBOE sends representatives to various colleges and universities to recruit the best teachers annually. The central office staff, principal and teachers, work to build relationships with schools of education to help recruit people to join faculties. Staff development opportunities, leadership opportunities in planning, and mentoring of new employees are all strategies employed for retaining highly-qualified personnel.
2. Teacher Mentoring: Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?
The Talladega County School System has established a formal mentoring program in which Lincoln High School participates wholly. The purpose of the program is to provide ongoing support for new or struggling teachers. Each new teacher is assigned a lead teacher who is matched by subject, grade, and proximity. The mentor and new teacher are required to meet on a weekly basis. The mentor teacher must keep a contact log which reflects the date, the length of the meeting, the purpose of the meeting, and the next steps. Both the mentor teacher and the novice teacher are strongly encouraged to schedule observations and post observations. Training is provided for mentors on how to reach new teachers, topics to cover, and a timeline to complete the process.
3. Transition: Describe transition strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten.
The guidance counselor will: <ul style="list-style-type: none">• conduct a freshman academy• visit 8th grade classrooms• develop 4-yr plans with each in-coming freshman• provide financial aid workshops to juniors• recruit motivational speakers• accompany juniors and seniors to Career Day• schedule individual conferences with each senior The special ed. dept will: <ul style="list-style-type: none">• provide school- and community-based work experience• offer cooperative employment program supervised by job coach• develop a transition plan for each student• administer ACT in a special setting for students who plan to attend college• administer Career Interest Inventories• refer students to Vocational Rehabilitation Services
4. Special Populations: Describe the programs used for each group: English language learners, migrant students, and homeless students.
<ul style="list-style-type: none">• NA
5. Extended Learning Opportunities: Describe how the school provides opportunities for students to receive support and reinforcement of academic skills beyond the regular school day.
Credit Recovery is a school-based program where students are re-taught material not mastered during the regular school day and grades previously earned are replaced with credit recovery grades. ACCESS is a state-wide IVC and on-line program that offers AHSGE remediation and summer school to LHS students. LHS students are also given the opportunity to receive before/after school tutoring from teachers in core subject areas. Dual enrollment provides opportunities for advanced students to participate in college courses while receiving high school credit.

Part VI continued - Additional Components, That When Addressed, Positively Impact Student Achievement:

A. Parental Involvement: Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school's curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.
<ul style="list-style-type: none">• NA
B. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.
Lincoln High School implemented a Pyramid of Interventions that is being used to involve parents, school staff, and students in the responsibility of improving academic achievement. The Pyramid of Intervention was developed through a coordinated effort by members of the school staff and the administration. All parents will have access to this document through the school website, and the Pyramid of Intervention will be explained to the parents at the annual open house meeting. The Pyramid is also referenced in letters mailed to parents along with progress reports. Parents are encouraged to make appointments with the school to meet with the administration, teachers, and their child to help with the creation and implementation of a "plan of action" to ensure their child's success.
C. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.
A parent response page will be available to parents on the school website.
D. Parental Involvement: 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.
Lincoln High School will build capacity for parental involvement through: <ul style="list-style-type: none">• Open House• Automated calling system• Biweekly grade reporting (by mail to failing students)• Positive parent call logs• Graduation coach meets with parents of failing students
E. Parental Involvement: Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand
At its annual open-house meeting of parents at the beginning of the school year, Lincoln High School will hold a general meeting where information will be presented about its programs, the curriculum, and forms of academic assessment used. Parents will learn about the following subjects taught: reading, math, language, science, social studies, physical education, art, music, and career technology. They will also learn how to schedule parent/teacher conferences and how they can participate in decisions related to the education of their child. There are presently no Spanish-speaking parents. If necessary, an interpreter will be provided at the meeting to communicate with any parents who become members of the community. In addition, documents will be provided to the extent practicable, in Spanish. We do have several parents who are hearing-impaired. An interpreter or an electronic form of communication is used when relaying information to these parents. Upon the conclusion of the open house meeting parents will be invited to visit their child's classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed. When necessary, interpreter and/or foreign language documents will be provided for each classroom.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS:

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? YES NO
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? YES NO
- Does the plan include required district-wide training for English language acquisition? [if LEA receives Title III funds] YES NO

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

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, ELL AMAOs, OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING?	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$...00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS	
						DATE	+, -, NA
In the past 12 months, 27% of teachers expressed concern that their technology-related professional development needs were either minimally met or not at all	Interwrite Pad and e-learning	July 30, 2008	Enhance the use of technology in the classroom, thus boosting student engagement. Incorporate technology into strategic lesson plans.	Participants will be held accountable through lesson plans submitted bi-weekly and observations conducted by school administrators and the resource teacher.	None		
During the 2007-2008 spring administration only 58% of free and reduced lunch students passed the math portion of the AHSGE as 10 th graders. During the 2007-2008 spring administration 41% of black female 10 th grade students passed the AHSGE reading portion. Overall passing rate of 10 th graders on the AHSGE reading portion in 2007-2008 was 69%. Free reduced 10 th grade students’ passing rate was 62%.	Data Analysis/Tracking Documents	August 4, 2008	Provide focused targets, align instruction, eliminate learning gaps, measure program effectiveness, and guide curriculum development	Participants will create a pacing guide based upon the data that they analyze. Participants will be held accountable through walkthroughs conducted by school administrators and the resource teacher. An observation form will be used and shared with the participant so that they will understand what is expected of them. Tracking documents will be used during data meetings.	None		

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, ELL AMAOs, OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING?	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, S....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS	
In the past 12 months, 27% of teachers expressed concern that their technology-related professional development needs were either minimally met or not at all	21 st Century Learning	August 4, 2008	Gain knowledge of technology in the form of Quizlet, Voice Thread, and on-line polls. Implement these and other forms of technology into classroom instruction.	Participants will be held accountable through lesson plans submitted bi-weekly and observations conducted by school administrators and the resource teacher.	None		
<p>During the 2007-2008 spring administration only 58% of free and reduced lunch students passed the math portion of the AHSGE as 10th graders.</p> <p>During the 2007-2008 spring administration 41% of black female 10th grade students passed the AHSGE reading portion. Overall passing rate of 10th graders on the AHSGE reading portion in 2007-2008 was 69%. Free reduced 10th grade students' passing rate was 62%.</p>	Planning and Writing Strategic Lesson Plans	August 6, 2008	Incorporate before, during, and after reading strategies that include a variety of vocabulary and writing strategies; choose strategies depending on the purpose of the lesson; maximize learning through explicit instruction; implement a variety of multiple instructional practices	<p>Participants will be held accountable through lesson plans submitted bi-weekly and observations conducted by school administrators and the resource teacher.</p> <ul style="list-style-type: none"> If observation reflects poor improvement of strategies, during the post-observation the resource teacher and the teacher will determine how the implementation of the strategy can be strengthened. 	None		

DUPLICATE PAGES AS NEEDED

Part VIII - Coordination of Resources/Comprehensive Budget [OPTIONAL IF NOT USING ANY FEDERAL FUNDS]

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

Example:

I. State Foundation Funds:		TOTAL	TOTAL
State Foundation Funds	Title III: For students who don't speak English as their first language....	\$2,118,096	0
Teacher Assigned Units: 27.92 classroom teachers: TOTAL OF ALL SALARIES: (including \$610,149 in fringe benefits)	<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	\$2,118,096	
Administrator Units: 2			
Assistant Principal:			
Counselor: 1.5			
Librarian: 1.5			
Instructional Supplies	Title IV: For safe and drug-free schools	\$46,185	TOTAL
Library Enhancement	<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	\$46,185	
Technology	activities which benefit all schools: school resource officers, drug dog, PRIDE surveys, Discovery Health, and other	\$8,730	
Professional Development	safe and drug-free materials and supplies	\$1,152	
State ELL Funds			
II. Federal Funds:			
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	Title V: For 26 different uses: Also called "Innovative Programs"; Includes school improvement, gifted education, nurses, etc.	0	TOTAL 0
<i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of the school's portion of the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i>	<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
	Title VI: For rural and low-income schools		TOTAL
	<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
	following which benefit all schools: secondary summer school, technology initiatives, school resource officers, drug dog, and interventionists.		
Title II: Professional Development Activities	TOTAL 0		
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>			
	Other: 21st Century, Learn and Serve, Even Start		TOTAL 0
	<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
III. Local Funds (if applicable)			
Local Funds			TOTAL
	Submit plans to your system's E-GAP Document Library by November 7, 2008		
	<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		

System: Talladega County
 School: Lincoln High School
 September 2008

Part IX – REVIEW/SUPPORT DOCUMENTATION

System: Talladega County
School: Lincoln High School
September 2008

Submit plans to your system’s E-GAP Document Library by November 7, 2008

<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: April - May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>