



ACIP

Lamar County High School

Lamar County Board of Education

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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?

Lamar County High School is a rural school in Lamar County, Alabama. The enrollment for the 2017-18 school year is 662 students. The LCHS faculty consists of 29 certified regular classroom teachers, four physical education teachers, three collaborative education teachers, one music teacher/band director, a part-time Home Economics teacher, one Agri-Science teacher, one full-time and one part-time guidance counselor, one librarian, one school nurse, two administrators, one half of a speech teacher unit, and five paraprofessionals. The gender make-up of the student population at LCHS is 51% male and 49% female. The racial make-up of the student population is 85% White non-Hispanic, 12% African-American, 3% Hispanic, 0% Multi-Racial. At Lamar County High School, 63% of the students receive free or reduced lunches.

The school is located in the City of Vernon. It is the county seat of Lamar County and serves the smaller community of Crossville as well. The population of the City of Vernon is 2,850 with the median household income of \$34,577. Twenty percent of the citizens of Vernon live below the poverty line. Seventy-one percent of the households in Vernon have an occupant with a high school diploma or higher. The average age of the citizens in Vernon is 41 years of age and 32% of the households have a person under the age of 18 years of age.

The city of Vernon has a town park which consists of walking trails and side walks for the community. There is also a City Pool that is open to the public as well.

The City of Vernon hosts several family oriented festivals each year: Christmas Parade, Homecoming Parade, Fourth of July Celebration and The Scare Crow Festival.

Another unique community partnership is the involvement of the Police and Fire Departments extending their services to the school. For safety purposes, the Police Department monitors the school on a daily basis. The Fire Department volunteers their time to discuss fire safety.

One of the unique challenges that LCHS faces every day is poverty. Another challenge is the increase in the Hispanic population over the past two years. This increase has challenged the classroom teachers whom do not speak any Spanish. Furthermore, it is even more difficult with the lack of ELL teachers to provide these students with the highest level of success for our society. However, The purpose of Lamar County High School is to foster a rich educational environment that promotes literacy while preparing students to reach their highest level of success in a global society.

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.

The purpose of Lamar County High/Intermediate School is to foster a rich educational environment that promotes critical thinking, literacy, and intellectually curiosity while preparing students to reach their highest level of success in a technologically advanced, global society. This is evident in our mission statement which states LCHS will strive is to educate individuals and prepare them to achieve their highest level of independence and productivity in society. It is our belief that all students can learn and they learn best when they are actively engaged. We also believe that that technology should be incorporated into teacher lesson plans from the Alabama Course of Study and that all students on academic alert participate in Response to Intervention (RTI) classes. Therefore, at LCHS we participate in a variety of programs and initiatives that facilitate hands-on learning and critical thinking. We are an Alabama Reading Initiative Site and an Alabama Math Science Technology Initiative school. Both of these research-based initiatives provide intensive professional development, on -going training and coaching, and critical thinking strategies that can be used by our faculty members. We also believe that it is our job to serve the whole child and provide a safe and physically comfortable environment that promotes student learning. Lamar County High/Intermediate School offers reading and math intervention for struggling students and Special education classes for students identified with learning issues. For advanced students, we offer a Gifted Education Program with an employed part-time certified teacher and a Math enrichment program through a volunteer community member with a PhD in mathematics. We also, have community volunteers that provide tutoring and homework help once a week.

The participation in all these programs and initiatives demonstrates our high expectations for student learning and our belief that our school must serve the whole child. We believe that all children without regard for background and income levels, can learn and achieve. Furthermore, it is our job as educators to ensure they do that in the safest and most positive environment possible.

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.

Lamar County High/Intermediate School is a growing school that strives to improve in academic areas as well as extra curricular activities. First, we are proud to be an Alabama Reading Initiative (ARI) and Alabama Math Science Technology (AMSTI) Site. Being an AMSTI school allows our teachers intensive professional development in hands-on teaching strategies for science and mathematics. Furthermore, our highly trained staff receive fully furnished kits for scientific investigations. AMSTI also provides on going professional development for faculty and staff, as well as, resource personnel to come into the classrooms and teach demonstration lessons for our teachers and students.

The central office staff has also made a decision to provide four professional development release days during the school year to improve on: team building, school climate and culture, The Common Core Standards, Strategic teaching and Standard Based Instruction. The faculty takes part in walk-through every 9 weeks and data meetings every 9 weeks as well.

In technology, the biggest improvement in the last three years has been the fiber optic network upgrade. Wireless infrastructure has been upgraded.. Also, the faculty continues to integrate technology in all subject areas daily. The utilization of strategic teaching strategies in the classroom as well as active student engagement will be a priority for this school 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.

The faculty, parents and community involved with the students at Lamar County High/Intermediate School strive to work together for the betterment of each and every student. The teachers share the successes in the classrooms with parents by frequent notes and phone calls. LCHS continues to embrace newer technologies to assist in giving their students a quality education. An example is with the use of Remind.com where parents receive a text of daily and weekly assignments and tests for each core subject.

We also have an active group in our Parent/Teacher Organization that works to improve numerous areas in the school. They have had various school projects such as Green Day Clean Up Day, Bulldog Information Board, Breakfast Club and Anti-Bullying Programs. All of these things are undertaken with one goal in mind-the well-rounded development of each child at Lamar County High/Intermediate School.

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.

At the beginning of the school year, we have Open House for grades 4-12 to inform parents and community members about our school and classroom procedures. The Title I meeting was held in September to provide specific funding information to parents. Several stakeholders were involved in the school improvement process. The stakeholders included: parents, students, faculty members and community leaders. The stakeholders were selected because of their desire to help improve the educational process and climate at Lamar County High/Vernon Intermediate School. The stakeholders were contacted by members of the school's leadership team and their roles in the improvement process were explained to them. The meetings were scheduled at various times throughout the day to accommodate the schedules of the stakeholders. Announcements are made at school, in letters, and through SchoolCast to keep stockholders informed.

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

The representatives from the stakeholders came together and shared their beliefs, feelings, and vision for the educational process at Lamar County High/Vernon Intermediate School. The leadership team discussed ideas that would improve student achievement and the school's culture. The stakeholders shared their ideas and some stakeholders even met one-one because of scheduling conflicts. The stakeholders attended meetings, brainstormed ideas and assisted in the development of the improvement plan.

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

We inform all parents about the CIP Plan Goals through various ways. These goals are posted in classrooms and other school areas so parents, students, and other stakeholders can see what we are working toward each day. The principal will present this information to local organizations as warranted as well as to the Board of Education. The goals will also be posted on our school website.

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		ACT 4 Year comparison

Evaluative Criteria and Rubrics

Overall Rating: 2.25

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. 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 below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

English

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

All areas of the ACT show a polite trend.

Which area(s) indicate the overall highest performance?

English.

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

All groups.

Between which subgroups is the achievement gap closing?

all

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

all

Areas in Need of Improvement

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

Reading, math, science

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

none

Which area(s) indicate the overall lowest performance?

math

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

all

Between which subgroups is the achievement gap becoming greater?

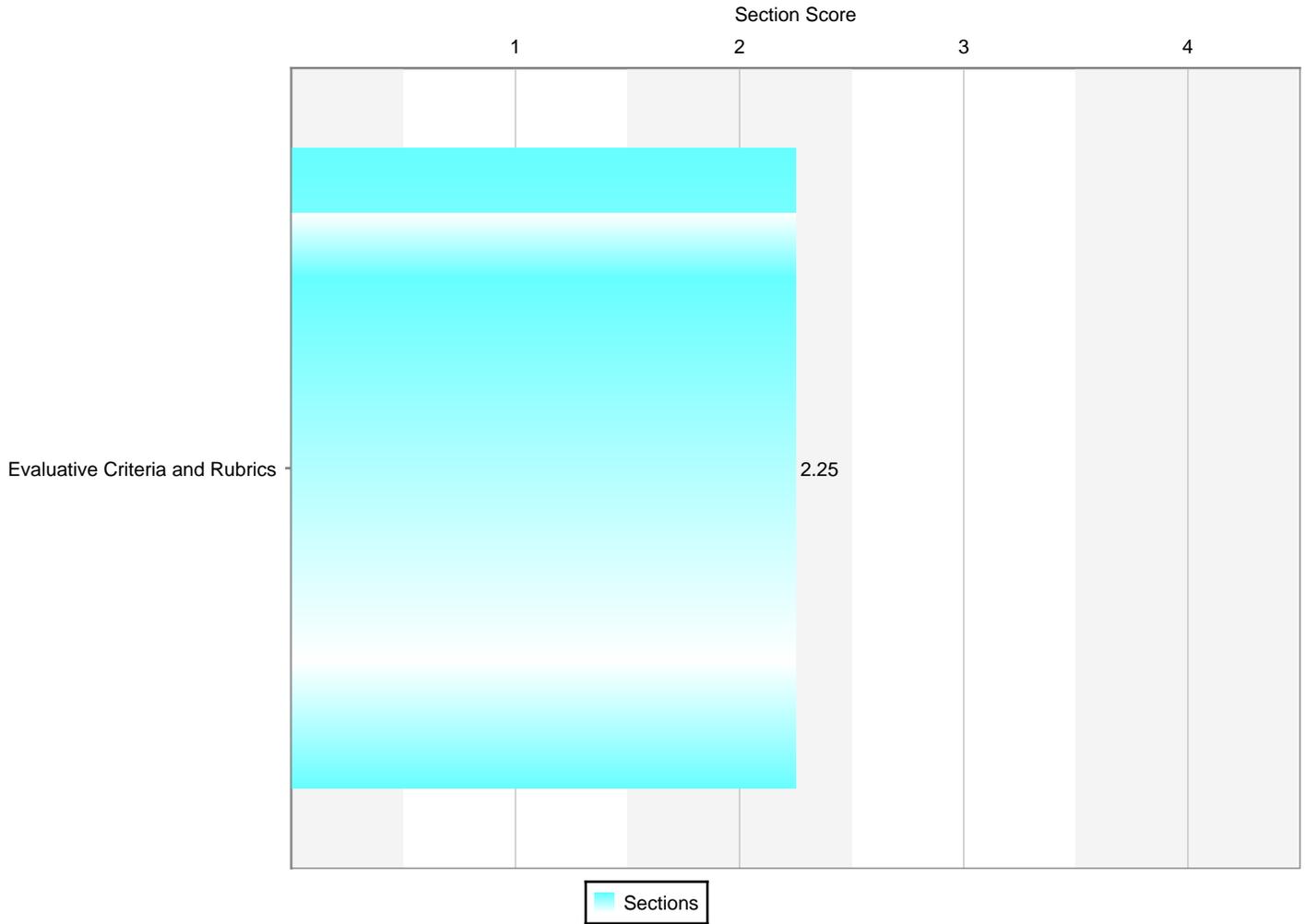
poverty

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

all

Report Summary

Scores By Section



2017-2018 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		

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		

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	Garth Moss 8990 Hyw 18 Vernon, AL 35592 205 695-7717	

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	Policy is included in the student handbook.	

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	Homeroom teachers hold compacts for their section of students.	2017-18 Compact

LCHVI CIP 2017-18

Overview

Plan Name

LCHVI CIP 2017-18

Plan Description

CIP Plan

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 will be assigned a mentor and participate in a goal setting activity.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students (all subgroups) in grades 4-8 will increase by 3% on their Scantron Reading Assessment during the 17-18 testing cycle.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$10000
3	All students (all subgroups) in grades 4-8 will increase by 3% on their Scantron Math Assessment during the 17-18 testing cycle.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$19000
4	The number of 11th grade students who score College and Career Ready on a portion of the ACT test will increase by 2% from the previous year.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$3800
5	All ELL students will increase their reading proficiency score on the ACCESS test by .2 during the 17-18 school year.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

Goal 1: All students will be assigned a mentor and participate in a goal setting activity.

Measurable Objective 1:

100% of All Students will collaborate to set goals for the school year. in Practical Living by 08/31/2017 as measured by Students completing goal setting activity..

Strategy 1:

Mentoring of students - Teachers will meet with students to mentor progress of goals the students set.

Category: Other - student mentoring

Research Cited: Student accountability.

Activity - Goal Setting activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Goal setting lesson conducted by teachers during RTI	Direct Instruction	08/07/2017	08/31/2017	\$0	No Funding Required	teachers

Goal 2: All students (all subgroups) in grades 4-8 will increase by 3% on their Scantron Reading Assessment during the 17-18 testing cycle.

Measurable Objective 1:

100% of All Students will increase student growth by 3 % in Reading by 05/25/2018 as measured by A comparison from the initial Scantron test to the final Scantron test..

Strategy 1:

Strategic Teaching Implementation-Reading - All classroom teachers will implement strategic teaching strategies within the classroom, including the use of TWIRL and formative assessments.

Category:

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement techniques of strategic teaching including the use of TWIRL and formative assessments to improve instruction and increase overall student learning. Implementation will be monitored through the use of walk-throughs.	Academic Support Program	02/25/2014	06/03/2014	\$0	No Funding Required	All classroom and SPED teachers

Activity - Word Walls/Anchor Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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4-6 grade teachers will do word walls and anchor charts. All teachers will use before,during and after.	Academic Support Program	08/14/2017	05/25/2018	\$4000	Title I Part A	Teachers
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Strategy 2:

Increased student engagement through the use of technology - Online resources such as Lexia, Stride Academy, Accelerated Reader, will be utilized to increase student engagement as well as for remediation and as a supplemental resource.

Category: Other - Use of technology to increase student engagement

Research Cited: Active Student Engagement

Activity - Incorporate technology in lessons to increase student engagement.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use interactive boards, computers, iPads and projectors to incorporate technology into the classroom.	Technology	08/07/2017	05/25/2018	\$6000	Title I Part A	Teachers

Goal 3: All students (all subgroups) in grades 4-8 will increase by 3% on their Scantron Math Assessment during the 17-18 testing cycle.

Measurable Objective 1:

100% of All Students will increase student growth by 3% in Mathematics by 05/25/2018 as measured by A comparison of the first Scantron assessment to the final Scantron assessment..

Strategy 1:

Daily RTI Class for TierIII Instruction - Students are assigned to an RTI intervention period based on their scores on the Aspire and the Scantron test. Remedial skills will be taught and groups will be adjusted as needed.

Category: Develop/Implement Learning Supports

Research Cited: Small group instruction on missed skills.

Activity - TIER III Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III Instruction	Academic Support Program	08/28/2017	05/25/2018	\$0	No Funding Required	Faculty and staff.

Strategy 2:

Teachers will utilize supplemental math programs in grades 4-8. - Teachers will use online resources such as Stride Academy, IXL, Engage NY and NCTM Illuminations. These will be used to supplement lessons at least weekly and will be noted in lesson plans.

Category: Develop/Implement Learning Supports

Research Cited: Student engagement will increase by supplementing lessons with interactive programs.

Activity - Online Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online computer programs will be used to supplement lessons.	Technology	08/07/2017	05/25/2018	\$13000	Title I Part A	Teachers

Strategy 3:

Use of technology to increase student engagement. - Teachers will utilize technology in the classroom to increase student engagement. Interactive boards, computers, iPads and projectors will be used in lessons.

Category: Develop/Implement Learning Supports

Research Cited: Use of technology to increase active student engagement.

Activity - Use of technology to increase student engagement.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Active student engagement through the use of technology in the classroom.	Technology	08/07/2017	05/25/2018	\$6000	Title I Part A	Teachers

Goal 4: The number of 11th grade students who score College and Career Ready on a portion of the ACT test will increase by 2% from the previous year.

Measurable Objective 1:

A 2% increase of Eleventh grade students will achieve college and career readiness by meeting the target score on a portion of the ACT. in English Language Arts by 05/25/2018 as measured by the number of students scoring CCR on a section of the ACT..

Strategy 1:

ACT Prep Online - All 10-11 grade students will have access to online ACT preparation materials. This will be available for the entire school year.

Category: Develop/Implement Learning Supports

Research Cited: ACT Prep

Activity - ACT Prep Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given ACT preparatory workbooks during RTI period	Academic Support Program	08/28/2017	05/25/2018	\$0	No Funding Required	RTI teachers

Activity - ACT Bootcamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Lamar County High School

ACT Bootcamp will scheduled and conducted with 11th grade students.	Field Trip, Academic Support Program	03/26/2018	03/30/2018	\$3800	Title I Part A	ACT Bootcamp Staff
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Strategy 2:

ACT Bellringers for 10-11 grade - 10-11 grade core teachers will do ACT style questions for bellringers.

Category: Develop/Implement Learning Supports

Research Cited: Level 3 Webb's Depth of Knowledge questions.

Activity - ACT Bellringer Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10-11 grade core teachers will do ACT bellringers.	Academic Support Program	09/25/2017	04/27/2018	\$0	No Funding Required	10-11 grade core teachers.

Goal 5: All ELL students will increase their reading proficiency score on the ACCESS test by .2 during the 17-18 school year.

Measurable Objective 1:

A total of 100 Hispanic or Latino students will increase student growth by .2 on the ACCESS for EL's test in Reading by 05/25/2018 as measured by a comparison of scores from 2017-2018..

Strategy 1:

Daily small group intervention during RTI. - Daily small group instruction will take place daily during RTI for EL students.

Category: Develop/Implement Learning Supports

Research Cited: Tier II instruction based on identified weak areas.

Activity - RTI Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic intervention through RTI teachers collaboration with teachers to identify areas of deficit and use this information to drive instruction during RTI.	Academic Support Program	08/28/2017	05/25/2018	\$0	No Funding Required	Teachers

Strategy 2:

Teachers will use strategic teaching strategies. - Classroom teachers will implement strategic teaching strategies during lesson as suggested by SAMUEL instructors and incorporate images to support text as applicable.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

ACIP

Lamar County High School

Research Cited: Use of strategic teaching strategies to develop lessons and use images provided to support text.

Activity - Strategic teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize strategic teaching strategies in the classroom such as before,during, after, and twirl.	Academic Support Program	08/07/2017	05/25/2018	\$0	No Funding Required	Classroom teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Intervention	Academic intervention through RTI teachers collaboration with teachers to identify areas of deficit and use this information to drive instruction during RTI.	Academic Support Program	08/28/2017	05/25/2018	\$0	Teachers
TIER III Instruction	Tier III Instruction	Academic Support Program	08/28/2017	05/25/2018	\$0	Faculty and staff.
Strategic Teaching	Teachers will implement techniques of strategic teaching including the use of TWIRL and formative assessments to improve instruction and increase overall student learning. Implementation will be monitored through the use of walk-throughs.	Academic Support Program	02/25/2014	06/03/2014	\$0	All classroom and SPED teachers
Strategic teaching	Teachers will utilize strategic teaching strategies in the classroom such as before,during, after, and twirl.	Academic Support Program	08/07/2017	05/25/2018	\$0	Classroom teachers.
Goal Setting activity	Goal setting lesson conducted by teachers during RTI	Direct Instruction	08/07/2017	08/31/2017	\$0	teachers
ACT Prep Books	Students will be given ACT preparatory workbooks during RTI period	Academic Support Program	08/28/2017	05/25/2018	\$0	RTI teachers
ACT Bellringer Questions	10-11 grade core teachers will do ACT bellringers.	Academic Support Program	09/25/2017	04/27/2018	\$0	10-11 grade core teachers.
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Online Resources	Online computer programs will be used to supplement lessons.	Technology	08/07/2017	05/25/2018	\$13000	Teachers
Word Walls/Anchor Charts	4-6 grade teachers will do word walls and anchor charts. All teachers will use before,during and after.	Academic Support Program	08/14/2017	05/25/2018	\$4000	Teachers

ACIP

Lamar County High School

ACT Bootcamp	ACT Bootcamp will scheduled and conducted with 11th grade students.	Field Trip, Academic Support Program	03/26/2018	03/30/2018	\$3800	ACT Bootcamp Staff
Incorporate technology in lessons to increase student engagement.	Teachers will use interactive boards, computers, iPads and projectors to incorporate technology into the classroom.	Technology	08/07/2017	05/25/2018	\$6000	Teachers
Use of technology to increase student engagement.	Active student engagement through the use of technology in the classroom.	Technology	08/07/2017	05/25/2018	\$6000	Teachers
					Total	\$32800

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		Parent Survey 17-18

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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 acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

- (1) Our school's purpose statement is clearly focused on student success.
- (2) Our school has high expectations for all students in all classes.
- (3) All my child's teachers report on my child's progress in easy to understand language.
- (4) My child has at least one adult advocate in the school (mentor program).
5. Our school provides a safe learning environment.

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

The areas that show a trend in increasing stakeholder satisfaction are as follows:

- (1) Our school provides a safe learning environment.
- (2) Our school has established goals and a plan for improving student learning.

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

Parents consistently feel that our school has high expectations for their children in all their classes.

Areas in Need of Improvement

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

- (1) Our school provides an adequate supply of learning resources that are current and in good condition.
- (2) All of my child's teachers meet his/her learning needs by individualizing instruction.

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

An area that shows a trend toward decreasing stakeholder satisfaction is that parents staff needs to improve on is individualizing student instruction.

What are the implications for these stakeholder perceptions?

The overall implications for the stakeholder perceptions are that LCHS/VIS purpose statement is clearly focused on student success and they feel the school has goals established to improve student learning.

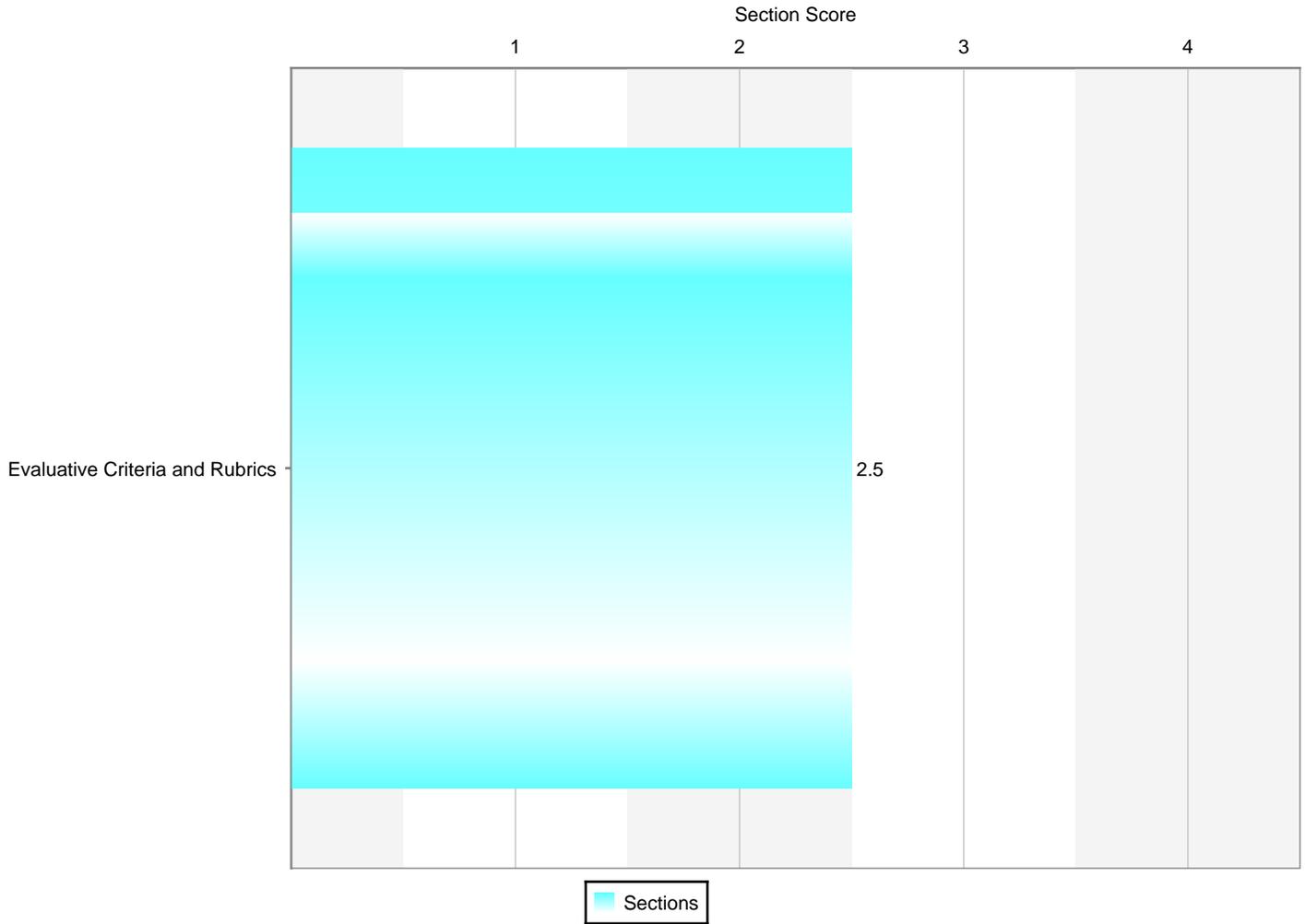
Parents feel that their children are challenged academically. While parents feel that their child has an advocate for them at LCHS/VIS and challenge them academically, they do not feel that instruction is individualized based on students needs. Therefore, more differentiated instruction must be implemented to the individual needs of all students.

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

All stakeholder feedback sources point to LCHS/VIS as having someone that is an advocate for them.

Report Summary

Scores By Section



2017-2018 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?

A review of the CIP from 2016-17 school year by the CIP Committee and the Leadership Team was conducted to determine if the goals of the CIP were achieved. This information was shared with all stakeholders. The stakeholders provided input on the areas of strength and areas in need of improvement. Members of the Leadership Team met at the beginning of the school year to identify specific focus areas for the 2017-18 school year. They also reviewed standardized test data from ACT Aspire and ACT in August 2017. Also in September, faculty met and analyzed the ACT Aspire data and ACT data. Faculty of teams met and developed a goal that addressed the specific needs for their core subjects or specific area of education, as identified by standardized test scores. Other stakeholders were asked for input and the school Leadership team met to develop strategies, parental involvement plans, and the budget requirements for the CIP.

What were the results of the comprehensive needs assessment?

After a review of all available materials it was decided by the committee that the needs identified could be best addressed by focusing on student engagement. Four goals were agreed upon. Grades 4-8 reading and math goal for all students, an ACT goal for 11th grade and a EL goal for our EL students..

What conclusions were drawn from the results?

We will continue to work to improve all students' math and reading in order to get them prepared for college and/or a career.

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

We will focus on reading and math instruction and intervention for all of our students. We will continue to place an emphasis on our special education students.

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

The goals are connected to the priority needs identified by looking at all available data sources. Our mission at LCHS is to invest in excellence with all of our students.

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

We looked at all available data for grades 4-12. We reviewed standardized test scores, student grades from report cards, progress monitoring data, as well as attendance and behavior data. The goals written reflect a review of all of these data points.

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

The goals were set for all students in grades 4-8 for reading and math. 11th grade will focus on the ACT AND 12th grade will focus on WorkKeys. Grade 10 will focus on ACT prep during RTI. Intervention groups were set up for grade 9 during RTI for reading and math.

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:

All students (all subgroups) in grades 4-8 will increase by 3% on their Scantron Reading Assessment during the 17-18 testing cycle.

Measurable Objective 1:

100% of All Students will increase student growth by 3 % in Reading by 05/25/2018 as measured by A comparison from the initial Scantron test to the final Scantron test..

Strategy1:

Strategic Teaching Implementation-Reading - All classroom teachers will implement strategic teaching strategies within the classroom, including the use of TWIRL and formative assessments.

Category:

Research Cited:

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement techniques of strategic teaching including the use of TWIRL and formative assessments to improve instruction and increase overall student learning. Implementation will be monitored through the use of walk-throughs.	Academic Support Program	02/25/2014	06/03/2014	\$0 - No Funding Required	All classroom and SPED teachers

Activity - Word Walls/Anchor Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-6 grade teachers will do word walls and anchor charts. All teachers will use before,during and after.	Academic Support Program	08/14/2017	05/25/2018	\$4000 - Title I Part A	Teachers

Strategy2:

Increased student engagement through the use of technology - Online resources such as Lexia, Stride Academy, Accelerated Reader, will be utilized to increase student engagement as well as for remediation and as a supplemental resource.

Category: Other - Use of technology to increase student engagement

Research Cited: Active Student Engagement

ACIP

Lamar County High School

Activity - Incorporate technology in lessons to increase student engagement.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use interactive boards, computers, iPads and projectors to incorporate technology into the classroom.	Technology	08/07/2017	05/25/2018	\$6000 - Title I Part A	Teachers

Goal 2:

All students (all subgroups) in grades 4-8 will increase by 3% on their Scantron Math Assessment during the 17-18 testing cycle.

Measurable Objective 1:

100% of All Students will increase student growth by 3% in Mathematics by 05/25/2018 as measured by A comparison of the first Scantron assessment to the final Scantron assessment..

Strategy1:

Daily RTI Class for TierIII Instruction - Students are assigned to an RTI intervention period based on their scores on the Aspire and the Scantron test. Remedial skills will be taught and groups will be adjusted as needed.

Category: Develop/Implement Learning Supports

Research Cited: Small group instruction on missed skills.

Activity - TIER III Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III Instruction	Academic Support Program	08/28/2017	05/25/2018	\$0 - No Funding Required	Faculty and staff.

Strategy2:

Use of technology to increase student engagement. - Teachers will utilize technology in the classroom to increase student engagement. Interactive boards, computers, iPads and projectors will be used in lessons.

Category: Develop/Implement Learning Supports

Research Cited: Use of technology to increase active student engagement.

Activity - Use of technology to increase student engagement.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Active student engagement through the use of technology in the classroom.	Technology	08/07/2017	05/25/2018	\$6000 - Title I Part A	Teachers

Strategy3:

Teachers will utilize supplemental math programs in grades 4-8. - Teachers will use online resources such as Stride Academy, IXL, Engage NY and NCTM Illuminations. These will be used to supplement lessons at least weekly and will be noted in lesson plans.

Category: Develop/Implement Learning Supports

Research Cited: Student engagement will increase by supplementing lessons with interactive programs.

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Lamar County High School

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online computer programs will be used to supplement lessons.	Technology	08/07/2017	05/25/2018	\$13000 - Title I Part A	Teachers

Goal 3:

The number of 11th grade students who score College and Career Ready on a portion of the ACT test will increase by 2% from the previous year.

Measurable Objective 1:

A 2% increase of Eleventh grade students will achieve college and career readiness by meeting the target score on a portion of the ACT. in English Language Arts by 05/25/2018 as measured by the number of students scoring CCR on a section of the ACT..

Strategy1:

ACT Bellringers for 10-11 grade - 10-11 grade core teachers will do ACT style questions for bellringers.

Category: Develop/Implement Learning Supports

Research Cited: Level 3 Webb's Depth of Knowledge questions.

Activity - ACT Bellringer Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
10-11 grade core teachers will do ACT bellringers.	Academic Support Program	09/25/2017	04/27/2018	\$0 - No Funding Required	10-11 grade core teachers.

Strategy2:

ACT Prep Online - All 10-11 grade students will have access to online ACT preparation materials. This will be available for the entire school year.

Category: Develop/Implement Learning Supports

Research Cited: ACT Prep

Activity - ACT Bootcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Bootcamp will scheduled and conducted with 11th grade students.	Field Trip Academic Support Program	03/26/2018	03/30/2018	\$3800 - Title I Part A	ACT Bootcamp Staff

Activity - ACT Prep Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given ACT preparatory workbooks during RTI period	Academic Support Program	08/28/2017	05/25/2018	\$0 - No Funding Required	RTI teachers

Goal 4:

All ELL students will increase their reading proficiency score on the ACCESS test by .2 during the 17-18 school year.

Measurable Objective 1:

A total of 100 Hispanic or Latino students will increase student growth by .2 on the ACCESS for EL's test in Reading by 05/25/2018 as measured by a comparison of scores from 2017-2018..

Strategy1:

Teachers will use strategic teaching strategies. - Classroom teachers will implement strategic teaching strategies during lesson as suggested by SAMUEL instructors and incorporate images to support text as applicable.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Use of strategic teaching strategies to develop lessons and use images provided to support text.

Activity - Strategic teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize strategic teaching strategies in the classroom such as before,during, after, and twirl.	Academic Support Program	08/07/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers.

Strategy2:

Daily small group intervention during RTI. - Daily small group instruction will take place daily during RTI for EL students.

Category: Develop/Implement Learning Supports

Research Cited: Tier II instruction based on identified weak areas.

Activity - RTI Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic intervention through RTI teachers collaboration with teachers to identify areas of deficit and use this information to drive instruction during RTI.	Academic Support Program	08/28/2017	05/25/2018	\$0 - No Funding Required	Teachers

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

Goal 1:

All students (all subgroups) in grades 4-8 will increase by 3% on their Scantron Reading Assessment during the 17-18 testing cycle.

Measurable Objective 1:

100% of All Students will increase student growth by 3 % in Reading by 05/25/2018 as measured by A comparison from the initial Scantron test to the final Scantron test..

Strategy1:

Increased student engagement through the use of technology - Online resources such as Lexia, Stride Academy, Accelerated Reader, will be utilized to increase student engagement as well as for remediation and as a supplemental resource.

Category: Other - Use of technology to increase student engagement

Research Cited: Active Student Engagement

Activity - Incorporate technology in lessons to increase student engagement.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use interactive boards, computers, iPads and projectors to incorporate technology into the classroom.	Technology	08/07/2017	05/25/2018	\$6000 - Title I Part A	Teachers

Strategy2:

Strategic Teaching Implementation-Reading - All classroom teachers will implement strategic teaching strategies within the classroom, including the use of TWIRL and formative assessments.

Category:

Research Cited:

Activity - Word Walls/Anchor Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-6 grade teachers will do word walls and anchor charts. All teachers will use before,during and after.	Academic Support Program	08/14/2017	05/25/2018	\$4000 - Title I Part A	Teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement techniques of strategic teaching including the use of TWIRL and formative assessments to improve instruction and increase overall student learning. Implementation will be monitored through the use of walk-throughs.	Academic Support Program	02/25/2014	06/03/2014	\$0 - No Funding Required	All classroom and SPED teachers

Goal 2:

All students (all subgroups) in grades 4-8 will increase by 3% on their Scantron Math Assessment during the 17-18 testing cycle.

Measurable Objective 1:

100% of All Students will increase student growth by 3% in Mathematics by 05/25/2018 as measured by A comparison of the first Scantron assessment to the final Scantron assessment..

Strategy1:

Teachers will utilize supplemental math programs in grades 4-8. - Teachers will use online resources such as Stride Academy, IXL, Engage NY and NCTM Illuminations. These will be used to supplement lessons at least weekly and will be noted in lesson plans.

Category: Develop/Implement Learning Supports

Research Cited: Student engagement will increase by supplementing lessons with interactive programs.

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online computer programs will be used to supplement lessons.	Technology	08/07/2017	05/25/2018	\$13000 - Title I Part A	Teachers

Strategy2:

Use of technology to increase student engagement. - Teachers will utilize technology in the classroom to increase student engagement.

Interactive boards, computers, iPads and projectors will be used in lessons.

Category: Develop/Implement Learning Supports

Research Cited: Use of technology to increase active student engagement.

Activity - Use of technology to increase student engagement.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Active student engagement through the use of technology in the classroom.	Technology	08/07/2017	05/25/2018	\$6000 - Title I Part A	Teachers

Strategy3:

Daily RTI Class for TierIII Instruction - Students are assigned to an RTI intervention period based on their scores on the Aspire and the Scantron test. Remedial skills will be taught and groups will be adjusted as needed.

Category: Develop/Implement Learning Supports

Research Cited: Small group instruction on missed skills.

Activity - TIER III Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III Instruction	Academic Support Program	08/28/2017	05/25/2018	\$0 - No Funding Required	Faculty and staff.

Goal 3:

The number of 11th grade students who score College and Career Ready on a portion of the ACT test will increase by 2% from the previous year.

Measurable Objective 1:

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Category: Develop/Implement Learning Supports

Research Cited: Level 3 Webb's Depth of Knowledge questions.

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Strategy2:

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Category: Develop/Implement Learning Supports

Research Cited: ACT Prep

Activity - ACT Prep Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given ACT preparatory workbooks during RTI period	Academic Support Program	08/28/2017	05/25/2018	\$0 - No Funding Required	RTI teachers

Activity - ACT Bootcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Bootcamp will scheduled and conducted with 11th grade students.	Academic Support Program Field Trip	03/26/2018	03/30/2018	\$3800 - Title I Part A	ACT Bootcamp Staff

Goal 4:

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Strategy1:

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Category: Develop/Implement Research Based Best Practices for Continuous Improvement

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Strategy2:

Daily small group intervention during RTI. - Daily small group instruction will take place daily during RTI for EL students.

Category: Develop/Implement Learning Supports

Research Cited: Tier II instruction based on identified weak areas.

Activity - RTI Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic intervention through RTI teachers collaboration with teachers to identify areas of deficit and use this information to drive instruction during RTI.	Academic Support Program	08/28/2017	05/25/2018	\$0 - No Funding Required	Teachers

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.)

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Measurable Objective 1:

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Research Cited:

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Lamar County High School

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Teachers will implement techniques of strategic teaching including the use of TWIRL and formative assessments to improve instruction and increase overall student learning. Implementation will be monitored through the use of walk-throughs.	Academic Support Program	02/25/2014	06/03/2014	\$0 - No Funding Required	All classroom and SPED teachers

Strategy2:

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Category: Other - Use of technology to increase student engagement

Research Cited: Active Student Engagement

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Category: Develop/Implement Learning Supports

Research Cited: Student engagement will increase by supplementing lessons with interactive programs.

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

SY 2017-2018

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Use of technology to increase student engagement. - Teachers will utilize technology in the classroom to increase student engagement. Interactive boards, computers, iPads and projectors will be used in lessons.

Category: Develop/Implement Learning Supports

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Strategy3:

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Category: Develop/Implement Learning Supports

Research Cited: Small group instruction on missed skills.

Activity - TIER III Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III Instruction	Academic Support Program	08/28/2017	05/25/2018	\$0 - No Funding Required	Faculty and staff.

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Category: Develop/Implement Learning Supports

Research Cited: ACT Prep

Activity - ACT Bootcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

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Category: Develop/Implement Learning Supports

Research Cited: Level 3 Webb's Depth of Knowledge questions.

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Strategy1:

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Category: Develop/Implement Learning Supports

Research Cited: Tier II instruction based on identified weak areas.

Activity - RTI Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic intervention through RTI teachers collaboration with teachers to identify areas of deficit and use this information to drive instruction during RTI.	Academic Support Program	08/28/2017	05/25/2018	\$0 - No Funding Required	Teachers

Strategy2:

Teachers will use strategic teaching strategies. - Classroom teachers will implement strategic teaching strategies during lesson as suggested by SAMUEL instructors and incorporate images to support text as applicable.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Use of strategic teaching strategies to develop lessons and use images provided to support text.

ACIP

Lamar County High School

Activity - Strategic teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize strategic teaching strategies in the classroom such as before,during, after, and twirl.	Academic Support Program	08/07/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers.

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

All ELL students will increase their reading proficiency score on the ACCESS test by .2 during the 17-18 school year.

Measurable Objective 1:

A total of 100 Hispanic or Latino students will increase student growth by .2 on the ACCESS for EL's test in Reading by 05/25/2018 as measured by a comparison of scores from 2017-2018..

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Strategy2:

Daily small group intervention during RTI. - Daily small group instruction will take place daily during RTI for EL students.

Category: Develop/Implement Learning Supports

Research Cited: Tier II instruction based on identified weak areas.

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Academic intervention through RTI teachers collaboration with teachers to identify areas of deficit and use this information to drive instruction during RTI.	Academic Support Program	08/28/2017	05/25/2018	\$0 - No Funding Required	Teachers

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.

Results were shared with parents and guardians through the use of interpreters as well as documents translated into their native 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.

We hire teachers with the appropriate credentials and assigned these teachers to best serve our students.

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?

5% turnover rate from the previous year.

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

Most of our faculty have advanced degrees and we have only 1 teacher with less than 5 years experience.

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).

We do not have a high turnover rate at LCHVI.

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.

We continue to look for weak areas that have been identified by a data analysis and try to schedule PD to meet these identified areas.

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

Strategic teaching components

AMSTI

Advanced Placement Courses

Integration of technology into the classroom

Google suite

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

New teachers are assigned a mentor based on guidelines established from the state.

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

Our system has implemented non-negotiable that have been ongoing. Professional development has been a continuous part of this process. Teacher observations are conducted and feedback is given.

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:

All students will be assigned a mentor and participate in a goal setting activity.

Measurable Objective 1:

100% of All Students will collaborate to set goals for the school year. in Practical Living by 08/31/2017 as measured by Students completing goal setting activity..

Strategy1:

Mentoring of students - Teachers will meet with students to mentor progress of goals the students set.

Category: Other - student mentoring

Research Cited: Student accountability.

Activity - Goal Setting activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal setting lesson conducted by teachers during RTI	Direct Instruction	08/07/2017	08/31/2017	\$0 - No Funding Required	teachers

Narrative:

Vernon Elementary staff work to transition 3rd grade students to our campus by sharing with our 4th grade teachers . The counselor serves both schools which helps in the transition. Meetings are held with 8th grade parents to explain credits and diploma options as their child transitions to 9th grade.

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 meet each year and plan how to best meet the needs of students. We focus on state assessments as well as identified areas of concern for students. We met during RTI with students to complete a goal setting activity and will revisit this periodically during the school year.

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?

Identified students are brought before the PST based on grades, attendance and discipline issues. Allan is formulated and implemented to assist these students and help them become successful.

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?

Struggling students are discussed at both data meetings as well as PST meetings. Plans are determined and implemented. RTI classes are based and adjusted as needed.

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.

Students in the Upward Bound program receive tutoring and classes after school. Teachers make themselves available for tutoring as warranted.

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.

Upon completing the specific form to identify students that meet the groups described above, we provide resources to assist these students.

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.

The students identified with IEP'S are served as these documents specify. We assist economically disadvantaged students by providing supplies and waiving fees as warranted. Foster parents and displaced homemaker are given information an available resources.

**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.

The Title I committee meets to determine needs and decides how the available funds can be used to supplement existing programs. All funds allocated are spent to meet the goals determined by the CIP plans.

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)?

This school works together with all identified agencies to better serve our students. Head Start, Adult Ed, Mental Health, School Lunch Program, Vocational Education, as well as job training programs are all utilized to best serve our students.

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

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

We will periodically review our goals and strategies to see if they are effective. We adjust our plan as warranted. Data is reviewed as it becomes available.

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

The school analyzes Scantron data every 9 weeks to look for academic achievement. Data for ACT Aspire will be analyzed and evaluated. Data from both Scantron and ACT Aspire will be compared by classroom teachers at data meetings Scantron scores are analyzed and categorized by the guidance counselor and presented to classroom teachers.

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

The effectiveness of our program is determined by a review of the data sources. RTI groups are adjusted and intervention strategies are incorporated. A review of the goals established by our students are also reviewed with them periodically.

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?

Each 9 weeks PST meets to determine whether progress is being made with identified strugglers. We adjust these plans as needed. Our overall goals and plan is reviewed as issues arise and will be adjusted based on identified areas.

2017-2018 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.	34.08

Provide the number of classroom teachers.

34.08

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1986046.0

Total

1,986,046.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	86906.0

Total

86,906.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	58789.0

Total

58,789.00

Counselor

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

Provide the number of Counselors.

1.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	82657.0

Total

82,657.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	55944.0

Total

55,944.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	8160.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	8160.0

Total

8,160.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	2992.0

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.	2992.0

Total

2,992.00

EL Teachers

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

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	16262.0

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.	16262.0

Total

16,262.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1174.0

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.	1174.0

Total

1,174.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

teacher
paraprofessional
materials and supplies
technology
site license

Title II

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

Provide a brief explanation and a breakdown of expenses.

none

Title III

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

Provide a brief explanation and a breakdown of expenses.

none

Title IV

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

Provide a brief explanation and a breakdown of expenses.

none

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.

none

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.

none

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.

none

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

Provide a brief explanation and breakdown of expenses.

none

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.

none

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

none

2017-2018 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))

Title I Parent Meeting is provided to all parents of participating students. Parents are notified of this event through notices sent by the teachers, newspaper postings and the school's website. To allow for all parents to attend, the Title I Meeting is conducted in the evening and a translator is available for Spanish speaking attendees. This meeting enables parents and teachers to discuss topics that include, but are not limited to the following:

- *LEA Parental Involvement Plan/School Parental Involvement Plan including the 1% set-aside
- * The school wide Title I program allowing all students in need of assistance to receive services in intervention for reading and math
- * The Parent/Teacher Organization
- * School/Parent Compacts
- * Instructions for requesting qualifications of a child's teacher
- * Continuous Improvement Plan
- * Explanation of how all Title I parents may be involved in all operations, plans and procedures of LCHS

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))

A flexible number of parent meetings are offered. Measures have been put into place to offer parent meetings at a flexible and convenient time for all parents. Our annual Open House is made available at a time when parents can easily attend the meetings. Additionally, parents are informed of meetings through email, school website information, weekly sent newsletters home and INOW Home Portal Access.

Parents are involved in the planning, review and improvement of the Title I program. All parents have the opportunity to review the CIP. Surveys are distributed to parents seeking input into academic programs, parental training and school activities. The school- wide plan is reviewed each year and evaluated for effectiveness. The results of the parental surveys are used to make necessary changes in the management of the plan.

Funds are allocated for parental involvement to purchase materials for English and Spanish speaking 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))

Lamar County High/Intermediate School provides parents of participating children timely information in a uniform format to the extent practicable in a language they can understand regarding programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments and achievement expectations. If requested by parents, opportunities for regular meetings are held to formulate suggestions and participate as appropriate in decisions related to the education of their children.

The school provides parents information about the school and its programs, this information is in both English and Spanish. The Instructional Coach provides support to students in the curriculum as needed. All students participate in the state testing program. Results are given to parents each year and are discussed at conferences. Parents may schedule a conference with the child's teacher as they feel necessary. All parents are informed of meetings and activities through school wide calls, parent letters, the teacher website links and the school website.

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))

Parents, school staff, and students share the responsibility for improving student achievement. The School-Parent Compact is jointly developed with Title I parents. The School-Parent Compact is distributed at the beginning of each academic year. The compact describes the responsibility of the school, parents, and students for improving academic performance. School staff and parents build partnerships to assist students in achieving and exceeding proficiency on the state's academic standards. The principal, parent, teacher, and student will be asked to sign his/her part of the compact. As the beginning of the academic year, the Compact is sent home for parental approval. Each teacher is given the responsibility to explain the Compact to students and to obtain the student's signature. The teacher will sign the Compact and have them ready for use during parent/teacher and teacher/student conferences.

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

The CIP is available to parents and other community members in the school media center, the guidance office and administration office. Comments of dissatisfaction may be made directly to the principal, The Director of Federal Programs for the school system or the Superintendent. Complaints may also be presented in writing.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

Lamar County High/Intermediate School shall provide assistance to parents of children served by the school or local education agency, as appropriate, in understanding such topics as the state's academic achievement standards, state and local assessments, College and Career Readiness Standards, how to monitor a child's progress and how to work with educators to improve the achievement of their children. LCHS will accomplish much of this through its annual Title I Parent Night, Student/Parent Compact, and PTO. Parents will be informed of the state's academic content standards, achievement standards, College and Career Ready Standards and assessments such as Scantron.

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)

Lamar County High/Intermediate shall provide materials and training for the use of technology in order for parents to work with their child to improve his/her achievement in all academic areas. Parent Sections have been established in the front Intermediate entrance and guidance offices. These provide parents with pamphlets and handouts to help them with the academic, as well as social and emotional growth of their child. The school system also provides INOW Home Portal for parental use.

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)

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)

Information on all school meetings and parent notices, such as Progress reports and Report Cards, can be sent to parents and guardians who speak Spanish. A parent volunteer is fluent in Spanish and is able to communicate with our EL parents.

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)

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)

Lamar County High/Intermediate School shall to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Lamar County Schools such as Vernon Elementary School. A Parent Night for Hispanic parents is held each year. English Language classes are offered by a parent who fluently speaks Spanish. At the present time, there are 11 EL students enrolled at LCHS. LCHS provides Up Ward Bound, AMSTI night, Fall Festival, and Children's Love Fund for Needy Children in order to bind the school and Lamar County High School parents in a joint effort to better serve our community.

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)

Information on all school meetings and parent notices, such as Progress reports and Report Cards, is sent to parents of EL students. An interpreter is available to aide in the dissemination of information to Spanish speaking parents and guardians.

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))

Lamar County High/Intermediate School will provide all parents of students with equal opportunities. Parents with limited English proficiency, parents with disabilities and parents of migratory students will be provided equal opportunities to participate as an integral part of meetings, programs, and activities at LCHS. Special accommodations will be made as needed. LCHS is a handicapped-accessible campus and every effort is made to accommodate parents with disabilities. Information related to school programs and other activities is distributed in the spoken language of the parent. Every effort is made for the information to be clear and easily understood. A translator is available to translate forms and letters sent home as needed.