



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

School Name: **LAMAR COUNTY COMPREHENSIVE HIGH SCHOOL**

Approved by: School Council, September 4, 2012
Approved by: Community Stakeholders, Annual Title 1 Meeting, September 13, 2012
Approved by: School Improvement Committee, September 24, 2012
Approved by: Faculty and Staff, September 27, 2012

School's 2013 Accountability status (please check):
 Other Reward Priority Focus Alert

School Mailing Address:

One Trojan Way
Barnesville GA 30204

Principal's Name: Derick Austin

Principal's email address: daustin@lamar.k12.ga.us

LEA Name: Lamar County Schools

LEA Title One Director/Coordinator's Name: Norma J. Greenwood

LEA Title One Director/Coordinator's Signature:
Norma Greenwood

Date:

LEA Title One Director/Coordinator's Mailing Address:

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100 Victory Lane
Barnesville, GA 30204

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SWP/SIP Template Instructions

Notes:

- All components of a Title I School-wide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Title I School-Wide/School Improvement Plan

Planning Committee Members:

NAME	POSITION/ROLE
Derick Austin	High School Principal
Laura Standard	High School Assistant Principal
Todd Shipp	High School Assistant Principal
Tracy Sessions	High School CTAE Director/Media Specialists
Jan Adams	High School Graduation Coach
Lequesha Brooks	High School Counselor
Desmond Foster	High School Counselor
Catherine Brown	High School Special Education Dept. Chair/CTI Coordinator/CTAE Dept. Chair
Calvin Scandrett	Alternative Education Placement Coordinator



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SIP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

A. *We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were . . . The ways they were involved were . . .*

Our school-wide plan is developed with the participation of individuals who will carry out the comprehension school-wide improvement. The entire faculty is involved in the development of the plan, strategic actions, and continuous review. Each teacher meets with their peers, department chairs, administrative team members, and support staff to review school improvement data in order to brainstorm causes of low performance and collaboratively develop strategic actions to address areas needing improvement for each student as well as groups of students who need additional instruction in the same key areas. These meetings take place weekly throughout the school year and at appointed times during the summer. Participating individuals review and discuss all achievement data, curriculum standards, supporting documents, and operational protocols with the objective of strategizing and implementing ways to increase student learning and achievement, improve monitoring protocols, respond to lack of achievement, and improve operational efficiencies.

B. *We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)*

In the collaborative meetings throughout the year we use the results of three criterion referenced test; The Georgia High School Graduation test, The Georgia High School Writing test, and eight content specific Georgia End Of Course Tests as the basis for analyzing student academic achievement. This year, we have additional data generated from universal screening assessments and computer generated benchmark assessments aligned to state and common core standards. Teachers align and compare test data, instructional and learning plans, and classroom practices with curriculum performance standards, sample assessment questions, and completed benchmark assessments. Teachers look for misalignment between beliefs, actual practices, and results and brainstorm causes and possible corrective actions. This year, teachers will also participate in inter and intra team focus walks to gather action research to complement the process.

In addition to the various student achievement data faculty and administration review organizational and operational frameworks. Included in the reviews are course assignments and demands, student-teacher-master schedules, committee assignments, committee communications and continuity, and committee practices and procedures as well as school practices and procedures. Practices that effectively contribute to improved instruction and learning support are refined. Practices that are considered ineffective are discarded or changed to better support sustainable continuous school improvement and monitoring.



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C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . .) . . .

While analyzing student academic achievement and brainstorming root causes of low student achievement we look at each students familial environment including economically disadvantage students, second language students, migratory students, homeless students, and emancipated students. Faculty teams devise supports individualized for students. Designated LEA representatives assist with providing specific supports for students as well as coordination of outside services with cooperating agencies to serve the overall wellness and academic needs of the student(s).

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

In our weekly meetings we review all subjects and skills in order to promote continuous improvement regardless of the current year's achievement. Gains have been made and are continuing to be made in all subjects across all subgroups. For school year 2011-2012 our academic achievement data as measured by EOCT are out pacing those of our surrounding county schools except for one. Social studies scores which have been low since the implementation of the Georgia Performance Standards (three years ago in that subject area) are also improving. A comparison of the standards and the lesson plans suggests that in some areas we are not strictly aligned with standards and that alignment is a key factor. Another finding is that subject matter rigor remains too low. Rigor must be increased but in order to do so adequate learning supports must also be provided. Data and observations suggest that teaching and learning remains at the lower levels of Blooms taxonomy and that attention to developing student literacy must be increased.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

- Economically disadvantaged students . . .
- Students from Major racial and ethnic groups . . .
- Students with disabilities . . .
- Students with limited English proficiency . . .

Our school wide improvement plan is based on information for all students in the school in order to address the needs of all students and groups of students who are not yet achieving according to the State Academic Content Standards as measured by EOCT and the GHSWT. (2011-2012 is the transition year for the State of Georgia from NCLB to CCRPI. As such, the



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GHSGT is not in use)

In the area of English, students passing the 9th and 11th grade ELA EOCTs increased 11%

In the area of math, students passing the 9th and 10th grade Math EOCTs increased 5% .

In the area of science, all student passing the 9th and 10th grade Science EOCTs increased 5%.

In the area of social studies, all students passing the 11th grade U.S. History EOCT also increased 5%.

Conversely, scores on the Georgia High School Writing Test declined 5%.

The graduation rate is another critical piece of data for us. The graduation rate for the school as a whole appears to be constant at approximately 80%. High schools have transitioned from the Lever Method to the Cohort Method for calculating graduation rates and the 2011 as well as the 2012 graduation rates have not been finalized. We know that factors affecting achievement are; below grade level student proficiency upon entry to high school freshman year, high student absentee rate, low reading and vocabulary skills, below grade level cognitive development, inadequate instructional rigor, misalignment of standards and instructional delivery, little vertical alignment between grade levels, inadequate student attention to school work and review outside of the school day, a lack of perceived relevancy between school work and the real world.

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were . . .
(Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)
- The major needs we discovered were . . .
- The needs we will address are . . .
- The specific academic needs of those students that are to be addressed in the school-wide program plan will be . . .
- The ROOTCAUSE/s that we discovered for each of the needs were . . .
(How did you get in this situation? What are some causes?)

We have used the data to reach conclusions regarding student achievement across all groups of students. The data suggests that our programs, schedules, and efforts are producing effective gains in all but one academic area and providing sufficient support. Further analysis is needed in the area of writing. During our data analysis sessions and in conversations with students we have concluded that reading comprehension and vocabulary development continues to be a critical need. The root causes are all students starting school with little to no reading exposure and vocabulary development as well as students limited exposure to critical thinking experience beyond the 3rd level of application in Bloom’s taxonomy. Concurrently, limited teacher experience with teaching students with such needs contributes to a lack of student achievement. Teachers need professional learning regarding how to use the four literacy skills or reading, thinking, writing, and speaking as the instructional strategies for content acquisition. A misalignment between standards and classroom instruction is also evident. Our school-wide improvement plan addresses these needs. Reading is addressed in all courses



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and our Literacy Lamar Initiative will prepare teachers for the use of literacy strategies as a method of content acquisition. In addition reading classes are provided for critical need students. Vocabulary development is a part of every teacher's instructional plan for each day as is critical thinking. Both strategies are discussed in collaborative meetings and documented in lesson plans and informal observations. Weekly department meetings are designed to plan and monitor reading, vocabulary, and critical thinking initiatives and to remove barriers and improve the effectiveness of the initiatives.

Furthermore, a systematic review of CCRPI and PARC assessments indicates that our students are not demonstrating learning and understanding at the higher level of Bloom's Taxonomy. One cause of this is the lower level of rigor in lesson plan development, instructional delivery, and student application.

Our school-wide professional learning plan addresses skills and knowledge teachers need to serve students with diverse backgrounds and knowledge and is differentiated for each teacher's need as well as each department's need(s). Teachers meet weekly to participate in professional learning targeted to their needs and raising the academic achievement of students. Teachers also discuss curriculum alignment, rigor, and formative assessments to gauge and adapt instruction and learning at higher levels of rigor and thinking.

Our weekly hybrid schedule provides for extended learning time. Students not demonstrating proficiency on formative benchmark assessments or course grades are identified and scheduled for extended learning time. Students not demonstrating success after 3 - 5 weeks of extended learning time are scheduled for pull out extended learning time during non-core classes for additional learning support.

G. The measurable goals/benchmarks we have established to address the needs were . . .

The measurable goals we have established to address the academic needs of our students are student test scores on all eight End of Course Tests, the Georgia High School Writing Test, Four week student standard assessment benchmark data, the graduation rate, universal reading and math screening data used 3 times annually, teacher attendance data, student attendance data, parent involvement data. Eighth grade CRCT scores and Ninth grade universal screener scores serve as the foundation data for students entering high school their freshman year.

***2. School-wide reform strategies that are scientifically researched based.**

Response:

2(a). School-wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

A Response: The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the



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2(a). School-wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

State's academic content and student academic achievement standard are . . . (Strategies to be used.)

Benchmark assessments are used every 4 ½ weeks in all areas to provide formative assessment data. Teachers, working with the content department chairs (we lost our Instructional Support Specialist) and the AP for instruction and learning, plan extended learning and adjust instruction to meet the needs of the students. The instructional extension time occur weekly and is be driven by benchmark data, course grades, teacher request, student request, and parent request. The next level of extended learning is driven by data from the first level. A committee of teachers, counselors, and administration meet every other week to review data for students not meeting goals and adjust the student's learning plan accordingly. Teachers include in their daily instructional plans vocabulary development and critical thinking strategies. This year, teachers will increase their use of literacy strategies in the classroom as designed by the Literacy Committee. Students not demonstrating success with support during class, and instructional extension time are scheduled for before and after school tutoring as well as pull out time during the school day.

2(b). Are based upon effective means of raising student achievement.

Response: Following (or in our appendices) are examples of the **SCIENTIFICALLY BASED RESEARCH** supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.)

Our chosen response strategies are derived from literature and research on best practices. Literature used as a basis for our improvement includes:

Southern Regional Education Board *Literacy Across the Curriculum* and *High Schools That Work*,
 Marzano's *Classroom Instruction That Works*,
 Wiggins & McTighe's *Understanding by Design*,
 ASCD's *Closing the Achievement Gap*,
 Martin-Knight *Becoming a Better Teacher*,
 DuFour etal *Whatever It Takes*,
 Schmoker's *The Result Fieldbook*,
 Research includes:
 Site visits to and review of Newton County Charter Career Academy
 Discussions with and review of Mary Pearsons High School
 Participation in *Model Schools Conference*
 Participation in *CCRPI Conferences*



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Participation in *Advanced Education Review and Response Protocols School-Wide Assessment*

2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response: We will increase the amount and quality of learning time by . . . (Before/After school, summer school, Saturday school, block scheduling)

Teachers use effective and varied instructional and learning including utilizing 'bell to bell' instructional time, beginning with a warm-up activity that reviews or previews information, and closing with summary techniques that incorporate one the four literacy elements of reading, writing, thinking, and/or speaking. Teaching and learning strategies include direct instruction, cooperative group learning, flex grouping, station teaching and learning, graphic organizers, experiential learning, independent learning, reading for meaning, close reading practices, and interactive instruction. Teachers are at various skill levels with the variety of effective instructional techniques. Discussion designed to improve teacher instructional skill levels takes place in collaborative professional learning settings weekly. Teachers also observe other teachers to learn and improve skills. Furthermore, our hybrid schedule provides time for extended learning during the school day. A carefully planned duty roster provides time for extended learning before and after school.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response: Addressing the needs of all children, particularly targeted populations, begins anew each year with planning of the master schedule and determining the course and class requirements necessary for our students. The master schedule takes into account class size, teacher equity, class balance by gender, ethnicity, ability level, support classes needed, number of co-taught classes needed, credit recovery, and the like. Guidance counselors and teachers review student schedules to ensure students are enrolled in appropriate classes and receiving appropriate support classes and services. Teachers prepare and students participate in pre-assessments - including universal screeners - and periodic benchmarks to determine how well students are learning the required curriculum. Students not performing to acceptable levels receive differentiated instruction within class and if needed extended learning outside of class but within the school day. Targeted populations such as economically disadvantaged are given extra scrutiny to ensure their needs are addressed. Qualifying students (under IDEA) receive assistance in study skills classes and if appropriate, resource classes. Students qualifying for ELL services participate in one class daily to support them in their English Language acquisition. Students needing alternative educational settings are provided such on campus during the school day with the alternative educational setting. Students who are off track have several opportunities for credit recovery in a traditional classroom setting or in a computer based class.



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Students who have discipline issues within the regular school day have access to an alternative program to serve their educational needs. For all students, the curriculum and program offerings of the school are constantly reviewed and adjusted to serve the requirements of the state as well as the interests and needs of the students.

This school year, we will also coordinate activities from two grants - 21st Century and Jobs for Georgia Graduates - to extend and increase the delivery of needed instructional and career skills to students.

The schools success with meeting the needs of students is measured by test scores, course completion rates, graduation rates, student attendance, and student behavior patterns.

***3. Instruction by highly qualified professional staff.**

Response:

It is a primary goal of Lamar County Comprehensive High School to ensure that every student receives instruction in all classes from Highly Qualified Teachers (as defined by NCLB). The school principal, working in conjunction with the system personnel office assures that existing teachers and all new hires meet the highly qualified (HiQ) definition or have a personal development plan (PDP) to ensure that a non-highly qualified teacher has a plan in place to obtain HIQ status within an accelerated period of time. This plan is monitored and reviewed quarterly to check the progress of teachers working to obtain HiQ status.

Administrators at the school and central office level consistently monitor and observe professional staff in instructional settings informally and formally to maintain a constant awareness of teacher instructional practices and student learning.

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

A. *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

For school year 2012- 2013 the school has 24 regular education teachers and 6 special education teachers in the core academic areas of English, Math, Science, Social Studies, and Reading. Of those 30 teachers, 1 math teacher is not highly qualified and 1 of the special education teachers is not highly qualified for 1 resource class period – each – per day. One of the special education teachers is not highly qualified for 2 resource class periods per day. The regular education math teacher is preparing to pass the GACE in high school mathematics to obtain Highly Qualified status as are the 2 special education teachers. Non-HiQ teachers have professional development plans and participate in programs to attain Hi-Q status. These teachers are also assigned to a mentor at the school and system level to monitor their progress toward becoming Hi-Q. To the greatest extent possible, students with disabilities are served in co-taught classes with a highly qualified regular education teacher and highly qualified special education teacher.



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***4. Professional development for staff to enable all children in the school**

Response:

- A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)

In weekly meetings teachers and administrators align data and practices with professional learning needs and teacher input is solicited for appropriate staff development. Teachers have identified the need for professional learning that addresses how to incorporate literacy strategies and differentiate lessons for students, how to serve economically disadvantage students, and how to empower students to embrace their responsibility for learning. In response, teachers use their planning periods during the week to collaborate on data, lesson plans, and methods of instructional and learning differentiation within each department. In addition, whole faculty study groups meet twice a month after school and participate in mini workshops to improve teacher effectiveness working with students with diverse backgrounds and diverse literacy skills. RESA also provides a monthly workshop to teachers and paraprofessionals in co-taught classrooms to improve the effectiveness of instruction and learning for students receiving services under IDEA in regular education settings.

- B. We have aligned professional development with the State’s academic content and student academic achievement standards . . .

We participate in professional learning designed to help us improve the teacher-student relationship, foster positive classroom environments, use strategies that empower students and include them in the responsibility for their learning. We collaborate on appropriate levels of rigor and alignment of standards to instructional plans and practices as well as alignment to examples of strenuous assessment items. We also participate in professional learning designed to help us serve all students in the least restrictive environment.

- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

We no longer have funds to support a learning support specialist. Therefore we adapted the master schedule to give department chairs a second period of no student assignment. This period is devoted to department chairs acting as lead teachers in their content field. As lead teachers department chairs - in conjunction with the school improvement team and administration - facilitate and coordinate in-house professional learning and collaboration. Lead teachers, the school improvement team, and teachers meet and plan during the school day, after the school day, and at the beginning and end of the school year.

Funds that are available are used to provide all faculty members opportunities to attend professional workshops in key areas that align to the SWP. These employees then redeliver the



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***4. Professional development for staff to enable all children in the school**

information to other members of the school.

Furthermore, working in conjunction with other agencies and various partners we utilize services and grant money to the greatest extent possible to expand professional learning opportunities to faculty.

D. We have included teachers in professional development activities regarding the use of academic assessments . . . to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

We have included teachers in professional development activities regarding the use of academic assessments and how to use them to gauge student learning and adjust instruction to improve student learning. The professional learning planned for school year 2012 - 2013 is based on teacher analysis of data and surveys and is designed to enable teachers to respond to the individual needs of all students in their classes in order to improve learning, student achievement, and the overall instructional program. The professional learning includes Nine Essential Skills from the Love and Logic program, Literacy Strategies from Model Schools, Differentiated Instruction, Content Vocabulary Focus, Formative Benchmark construction using ThinkGate®, Universal Screener using Star Assessments®, as well as the Griffin Regional Educational Service Workshop on math instruction and the workshop on collaborative teaching. Furthermore, all departments this year are immersed in understanding and implementing Common Core Curriculum and learning to use the CCRPI as an alignment tool for gauging effectiveness of teaching and learning.

***5. Strategies to increase parental involvement.**

Response:

A. We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by . . .

We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by seeking their opinion and input during orientations, open houses, parent nights, conferences, and at meetings such as the monthly school council meeting and the annual Title One Meeting. We also seek input via surveys. Furthermore, our system parent coordinator seeks input from parents and shares that input with us. We in turn incorporate that input to the greatest extent possible. Furthermore, we maintain an open door policy and welcome parent visits and collaborative dialog at times that are convenient parents. We recognize that parents are a student's best advocate and welcome their knowledge, insight, and perspective on how well the school is or is not serving the needs of students,

B. We have developed a parent involvement policy included in our appendices that

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results,



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- including a interpretation of those results
- makes the comprehensive school-wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included

*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

A. Following are our plans for assisting preschool children in the transition from early childhood programs. school or high school throughout the school

Section not applicable to high school

ents entering middle school
ents entering our school

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

A. The ways that we include teachers in decisions regarding use of academic assessment are ...

Teachers meet frequently to discuss and create assessments as well as to discuss how to effectively respond to the results of assessment. Furthermore, teachers attend other meetings throughout the school year to provide input on various aspects of the overall program (scheduling for example). Teachers also design extended learning to meet the needs of individual students using assessment data as the guide. Furthermore, teachers serve on all committees (such as Literacy, 504, RTI, etc.) to provide commentary, input, and feedback as well as provide continuity of communication and understanding between all members of the faculty.

*8. Coordination and integration of Federal, State, and local services and programs.

Response:

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school-wide plan.

The school uses local, state, federal, Perkins, and grant funds to implement the school plan. The various funding sources are coordinated to provide funding for the most critical needs identified and as stated in section 8.b of this document. All funds are used to



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complement each funding source and provide the most effective instructional setting and delivery possible.

8(a). List of State and local educational agency programs and other federal programs that will be included.

Response:

The faculty and staff of LCCHS are continuously seeking opportunities to utilize and coordinate resources both in the school system and with the community. The population of at-risk students is served through several programs including Title 1, state, system funds, and Carl D. Perkins Funds. Supplemental services provided to students and families include historically underserved populations of homeless and migratory students. Services are provided via system social worker, school counselors, grant provided out-reach counselor, school resource officer, and County resources such as Emergency Shelter, Family Connections, Department of Family and Children Services, Juvenile Court Services, and after school providers. The student services department coordinates these services to increase effectiveness. Homeless students are identified using the criteria in the McKinney Act. This is done by counselors upon registration or system social workers/counselors during the school year.

Title II funds are used to recruit, train, and retain Highly Qualified teachers through Professional Development. Title I, Title II, State funds, and Carl Perkins Funds are used to pay for professional development as reflected in the school improvement plan. Title 1 funds to the extent allowable are also used to fund 100% of one math teacher and 100% of one teacher for low achieving students. Both positions are considered crucial to the successful implementation of our school improvement plan. This funding status is currently under review. Student test results are used to determine instructional needs and in turn identify needed activities, positions, and teacher training needs which are funded by the various agencies. All decisions on funding are driven by the school improvement goals.

Integrated funds also make it possible for LCCHS to provide technology access to students and teachers as well as a 9th grade academy to serve the transitional needs of incoming freshman. Furthermore, the integration of funds provide test tutoring, review, and preparation, after school tutoring, Saturday School, and extended year seat time opportunities for all students who do not meet expectations at the end of each year which helps prevent loss of credit and keeps students on track to graduate; and help provide computer aided instruction which also helps students recover and/or accelerate credit and stay on track to graduate.

The integrated funds are also used to provide necessary classroom equipment, resources for parent, and informational handouts for parent and community meetings, student handbooks, and professional development materials. Stakeholder participation is accomplished through the annual Title One Parent Meetings, monthly meetings of the School council, student council, content area departments, grade level departments, faculty meetings, parent nights, orientations, open house, and the Teacher as Advisor Program.

Last, grants are applied for to the greatest extent possible to supplement funding requirements for students and programs. We received grant to fund the building and equipping of our Charter College and Career Academy. We will be a partner in the Jobs For Georgia Graduate Program which will provide targeted instruction to at risk students. We are benefiting



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from the 21st Century Grant which is providing after school tutoring to at risk students. And, we are pursuing with our local college a grant to provide professional learning to teachers. All of the above are intended to improve the appeal of school to the nature of the teenage learner and in turn reduce the drop out rate and increase the graduation rate; including the rate of students graduating from high school with credit(s) from post secondary schools.

8(b). Description of how resources from Title I and other sources will be used.

Response:

Resources from state, federal, grants, and other funds are used to support the instructional program and improvement initiatives. These include providing time for Department Chairs/Lead Teachers to facilitate formative assessment of students and appropriate teacher learning to improve student achievement for all learners. Funds are used to provide for one math teacher and one teacher for low achieving students. Funds are used for professional learning costs of faculty, including cost of specialists, substitutes, registration fees, travel expenses, equipment, and supplies including paper, copy cost, books, and computer needs. Funds are used for classroom instructional supplies and equipment including consumables, technology, software, models, maps, and media. Funds are used for computer based and assisted instruction, remediation, acceleration, benchmarking, monitoring, and data reporting. Funds are used for parent involvement including printing cost, communication costs, parent resources, meeting supplies and equipment, light refreshments at meetings, and student recognition programs and services. Funds are used for salaries for extended learning including in-day pull out, before and after school tutoring salaries, Saturday School, Summer Extended Year, and Summer Academies for math, science, English, and social studies initiatives. Funds are also used to comply with all requirements and regulations not expressly mentioned herein.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

The school wide improvement plan is developed with other school plans and programs including the Charter Academy, the 9th Grade Academy, The Trojan Learning Center (alternative program), dual enrollment agreements with traditional colleges and technological colleges, various grants, Title II, and the Carl D. Perkins Vocational Program. Lead educators and/or administrators in all such programs are members of one or more committees that coordinate the integration of information, requirements, and fund availability in said programs to facilitate initiatives and school wide improvement plans and professional learning.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Response:



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A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

We provide to students a variety of opportunities to ensure that students who experience difficulty mastering standards receive timely assistance. These opportunities include differentiated instruction in the regular classroom and small group re-teaching opportunities in the classroom. In the 9th grade academy cross teacher grouping is used to address the needs of struggling students. At all grade levels support classes in math and reading are provided. Students in the 12th grade are provided classes in focused instruction based on the results of standardized test. Universal Screeners and formative benchmark assessments administered every 4.5 weeks identify students for extended learning sessions (within the school day) once a week. Student course work grades are also used to identify students for extended learning sessions. Other activities to provide assistance include before and after school tutoring, Saturday school, pull-out tutoring within the school day, extended year course work in June, and credit recovery classes via computer based coursework in the regular school setting, in an alternative school setting during the day, as well as in the late afternoon, early evening, and summer months.

9(a). Measures to ensure that students' difficulties are identified on a timely basis.

Response:

The school administers universal screeners three times annually and curriculum standard aligned benchmark assessments every 4.5 weeks. Based on those assessments, course work grades, and teacher requests, students are scheduled for reading and math support classes and/or one or two extended learning sessions weekly with core content teachers.

The school also has a Teacher as Advisor Committee. Each teacher advisor monitors a group of students. The advisor maintains close contact with the teachers of their advisees. When extended learning is not enough support for a student the teacher and the advisor implement other strategies including parent conferences, alerting a student's coach or club advisor. If further attention is necessary, counseling and the Response to Intervention (RTI) committee conducts meetings and makes recommendations for the student. These meetings include the student, parents, teachers, and other support personnel such as guidance counselor, behavior intervention specialists, social workers, etc. The goal of such meetings being effectively supporting the student in order for the student to achieve academic success.

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response:

The school administers curriculum standard aligned benchmark assessments every 4.5 weeks. Teachers collaboratively review and discuss the assessments. Such dialog acts as action research which is inherently inductive and deductive teacher learning. Based on those assessments,



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course work grades, and teacher requests, students are scheduled for one or two extended learning sessions weekly with core content teachers.

The school also has a Teacher as Advisor Committee. Each teacher advisor monitors a group of students. The advisor maintains close contact with the teachers of their advisees. When extended learning is not enough support for a student the teacher and the advisor implement other strategies including parent conferences, alerting a student's coach or club advisor. If further attention is necessary, counseling and the Response to Intervention (RTI) committee conducts meetings and makes recommendations for the student. These meetings include the student, parents, teachers, and other support personnel such as guidance counselor, behavior intervention specialists, social workers, etc. The goal of such meetings being effectively supporting the student in order for the student to achieve academic success.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:

The school conducts four parent nights per year. This is in addition to parent open house prior to the opening of school and parent orientation for incoming 9th graders. During these opportunities the structure of classrooms, student support, and extended learning programs are explained to parents. Recommendations for parents such as providing a student work area, checking grades, discussing school work are discussed at every opportunity and are in the parent involvement plan and compact. In addition, teacher advisors, counselors, and administrators contact parents and schedule meetings for students who are not meeting proficiency requirements on standards. In those meetings the roles and responsibilities of student, teacher, and parent are discussed and agreed to. Furthermore, all teachers send a course syllabus to parents at the beginning of the year outlining the requirements of the course, the expectations of the student, and suggesting methods of how the parent may support their son or daughter. Teacher syllabi encourage parents to contact teachers at any time to discuss the progress of their son or daughter and include contact information.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Response: Individual student assessment results are available to parents via the parent portal access to the teacher's electronic grade book. Parents are also made aware via the automated school call when students receive their individual assessment reports. The results of End of Course Tests (EOCT) are reported on student report cards. The EOCT individual student reports are sent home via students as soon as received. Automated school call alerts parents when these scores are distributed. Individual score results contain interpretation guides. Teachers, counselors, and administrators also make themselves available to discuss the results of students assessments with parents.

11. Provisions for the collection and disaggregation of data on the achievement and assessment



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results of students.

Response:

The school wide improvement plan provides for the administration of universal screeners 3 times annually and benchmark assessments at 4.5 week intervals during the school year. The results of these assessments are scored, disaggregated by standards, and reported to teachers within days. Results from annual criterion referenced tests are disseminated to teachers, students, and stakeholders as soon as feasible upon receipt. Teacher committees are convened to review and analyze data within weeks of receipt of scores. The LEA incorporates scores into the system reporting processes and disseminate same via the local newspaper and the system website.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: : Data from disaggregated assessments is deemed valid and reliable as the assessments are created by respected assessment organizations contracted by the state to create assessments aligned to the state's curriculum. The assessments used by purchased software programs ensures that assessment questions are vetted and juried by assessment experts and aligned to national norms. The assessments are administered as directed in state and provided assessment manuals to ensure test security, standardization, and validity of results.

13. Provisions for public reporting of disaggregated data.

Response:

Data is reported to the public when available annually as well as upon request. The LEA is the lead provider of the data to public sources such the local community newspaper. The data is also maintained and updated by the LEA on the system's web site. Data is also made available to the community via community meetings, parent nights at the school, and in open forums such as BOE meetings, charter meetings, advisory board, and school councils.

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

Response:

The school wide improvement is continuously reviewed and updated in meetings with various stakeholders throughout the school year. The written plan is submitted annually to the LEA within the first two months of school. Updates are forwarded to the LEA and are available in the main office of the school, the media center, the parent resource room at the school, as well as the school's website. The parent resource room is open during regular school hours, parent night events, and by appointment if needed before or after school hours.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).



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Response:

The school wide improvement plan is continuously reviewed and updated in meetings with teachers, community members, parents, school council members, students, committees, the LEA, cooperating post secondary schools and agencies, and school advisory panels.

16. Plan available to the LEA, parents, and the public.

Response: The school wide improvement plan is available to, and delivered upon request to the LEA, parents, and the public. The school plan is available for viewing in the main office of the school as well as the media center, and parent resource room of the school. The plan is also available on the school's website. The parent resource room is open during regular school hours, parent night events, and by appointment if needed before and after school hours.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response: The school wide improvement plan will, upon request, be translated into the primary language for parents and community stakeholders to the greatest extent feasible in written form and/or orally if a translator can be located. The school website uses automatic service available to instantly translate all web site information.

18. Plan is subject to the school improvement provisions of Section 1116.

Response:

The school wide improvement plan is written to improve student achievement in all academic areas and create a professional learning culture that respects school and teacher accountability for student achievement. As such, the plan incorporates and is subject to the provisions of Section 1116 of Title 1.



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ADDENDUM

Lamar County Comprehensive High School
Title 1 Parent Involvement Policy
2012 - 2013

Approved September 13, 2012

Lamar County Comprehensive High School (LCCHS) abides by and supports all rules and regulations pertaining to Title I: Improving the Academic Achievement of the Disadvantaged, No Child Left Behind Act of 2001, Public Law 1007-110, and the Parent Involvement Policy (PIP) of Lamar County Schools.

LCCHS convenes an annual orientation meeting at the beginning of each school year for parents. Parents are invited and encouraged to attend. The purpose of the meeting is to:

- Inform parents about the guidelines, purpose, goals, and expectations of the Title 1 Program and the School Improvement Plan.
- Inform parents of their important role in their child's success.
- Inform parents of state, local, school, grade level, and individual teacher policies and procedures.
- Present an introduction to the grade level curriculum.

The PIP is scheduled for presentation to the school council September 4, 2012 at 7:15 A.M. and at a school wide parent meeting scheduled for September 13, 2012, at 6:30 P.M. in the school media center. Parents who are unable to attend either meeting may request a conference by making an appointment with school or via telephone conference with an administrator.

Our faculty fosters a parent-friendly environment and provides parents with strategies to use at home that support academic achievement.

Parent meetings are scheduled to the greatest extent possible at times that are optimum for parent's work schedule.

The needs and requests of parents with special needs (such as home visit, childcare, translator, later meeting times, etc.) are honored to the greatest extent possible.

LCCHS solicits parent input continuously to evaluate the effectiveness of our parent involvement policy. A parent involvement committee, (school council) consisting of parents, community members, and school faculty, meet regularly to review and/or revise the school parent involvement policy, compact, and plan. A printed agenda is presented at each meeting and a sign-in sheet is required. The Title 1 office is utilized to provide assistance as needed in the development and execution of the plan. All suggestions are considered and all identified barriers are addressed.

LCCHS communicates regularly with parents the results of all federal and state mandated assessments as well as school and system policy. Communications are made through a variety of



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media/methods, including but not limited to school performance profiles distributed at the beginning of school, parent-student handbook, individual class syllabi, parent meetings, parent-teacher telephone calls and conferences, local newspaper, school webpage, information sent home via students and mailed home via U.S. Postal service, e-mail, a web based calendar, web based grading program, automatic telephone call system, paper progress reports every 4 ½ weeks, four parent-teacher nights, the school council, and informational flyers concerning school and system policy via the main office kiosk. Translations are provided to the greatest extent practical.

LCCHS provides parents with appropriate materials and strategies to support their children's education and to address specific academic and affective areas for students. These provisions are made upon request as well as during called meetings. LCCHS also maintains a parent resource room with materials appropriate for parents to effectively contribute to their child's educational success, well being and development. LCCHS solicits parent suggestions for the selection of resources to be purchased for the parent resource room.

The school curriculum is shared with parents via classroom syllabi distributed at the beginning of school or upon enrollment, the Student Handbook that is distributed at the beginning of each year, the State DOE website, and letters where appropriate (such as the sex education curriculum). Assessments used to measure student's progress and the proficiency levels expected are communicated during open house, orientation events, called meetings, course syllabi, the student handbook, and during parent-teacher conferences.

Parents are encouraged to participate in and support their children's education in a variety of ways including parent-teacher conferences, parent-counselor conferences, advisement meetings, guest speaker, class visitor, chaperone, volunteer, committee member, site level professional development meetings, and presentation regarding school and post school requirements and opportunities (NCAA eligibility, FAFSA completion, etc.).

All data, comments, and/or suggestions, including comments of unsatisfactory performance are collected, sent to the LEA, and made a part of the revision process. The schools administration, faculty, and staff respond to all questions, e-mails, concerns, and communications in a timely manner.

The school/student/parent compact is jointly developed as an adjunct to this policy. The compact is used to guide discussion about the academic goals and shared responsibility of the school, administration, faculty, staff, parents, community, and students. The compact is the means by which the school and parents build and develop partnership to help students achieve the highest standards. The compact is distributed concurrently with the policy and is translated as needed or to the greatest extent possible.

LCCHS provides assistance as needed in understanding the educational standards, assessment, roles, rules and regulations governing the school and their son/daughter's education. The school



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is committed to providing a quality education and equal opportunity to every child and continuously monitors the quality of the teaching and learning as outlined in the school improvement plan. Students with specific needs are addressed through the Teacher As Advisor Program, the Extended Learning Program, the Response to Intervention Plan, the Graduation Coach Program, Guidance Office monitoring, and/or an Individualized Education Plan.

LCCHS coordinates and integrates parent involvement programs and activities with programs such as Special Education, English Language Learners, transition from middle school to high school, 9th grade academy, transition from high school to post secondary options including work and education, post secondary scholarship and articulation information, school financing needs and enrollment procedures.

LCCHS policy includes core beliefs that:

Parents are our partners

It takes the entire community to ensure the success of all our students

Excellent service and support must be provided to all stake holders

(p. 7 of LCCHS Teacher Handbook).

Furthermore, the 5th foundational goal of LCCHS (p. 8 of LCCHS Teacher Handbook) is to significantly increase the involvement of a broad base of parents, community, and other stakeholders at the school level. In addition, another LCCHS belief is that parents are a student's primary advocate and that student success is promoted via appropriate parent-teacher-student partnerships.



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Lamar County High School – Parent-Teacher-Student Compact

Approved September 13, 2012

Shared Responsibilities for High Student Academic Achievement

ADMINISTRATIVE STAFF/TEACHER SCHOOL AGREEMENT

The entire staff of LCCHS will share the responsibility for improved student achievement; therefore we will do the following:

- Consistently implement the state and local curriculum
- Use frequent formative assessment benchmarks to gauge student acquisition of required curriculum
- Send frequent reports to parent's on their child's progress.
- Hold parent/teacher conferences and keep parents aware of student's progress.
- Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities.
- Provide a safe environment conducive to learning.
- Participate fully in the Teacher as Advisor Program and the Response to Intervention Program as an advocate for each student in coordination with the parent.
- Respect each student, their parents and the diverse culture of the school.
-

Administrator Signature _____ Date _____

School/Teacher Signature _____ Date _____

PARENT/GUARDIAN AGREEMENT

I want my child to reach his/her full academic potential, therefore I will do the following to support my child's learning:

- Have on-going communication with my child's school including attending open houses, parent nights, parent-teacher conferences, and volunteering in the classroom.
- See that my child has all required school materials, attends school regularly, and is punctual.
- Ensure that my student knows and follows the school rules and procedures.
- Support the school faculty and staff and respect the cultural differences of others.
- Establish a daily time and place for homework and check it regularly.
- Encourage my child to be involved in at least one school club, organization, or extracurricular activity.
- Help to make positive use of resources and extracurricular time/activities.

Parent/Guardian Signature _____ Date _____

STUDENT AGREEMENT

It is important that I do my best; therefore I will do the following:

- Come to school each day on time, complete all class and homework assignments, and bring all needed supplies.
- Always try to work to the best of my ability on all assignments.
- Believe that I can learn and not impede the learning of others.
- Seek help and support when I need it.
- Conform to the rules of conduct at my school.
- Show respect for myself, others, my school and have consideration for individual differences including those of a personal, cultural, religious, and ethnic difference.

Student Signature _____ Date _____



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ONE-YEAR ACTION PLAN FOR PARTNERSHIPS (SCHOOL LEVEL)
 SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

School: Lamar County Comprehensive High School			School Year: 2012-2013		
GOAL 1-- ACADEMIC: (Select ONE curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year.) Improve passing rate of all students on subject courses and end of course exams.					
Desired result(s) for THIS goal: Fewer repeating students in core classes. Increased achievement in future classes. Increased achievement on mandated assessments				How will you measure the result(s)? Department chairs assisted by classroom teachers will compare data year to year	
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Parent Day and Orientation -- 9 th Grade Academy for all first time 9 th graders/Cookout Open House All Grades	1-6	Jul/Aug	9 th 10 - 12	Chefs for Cookout-Academy teachers Set up Picnic Area/Adams Solicit Donations for Cookout/Dept. Chair	Department chair, 9 th grade teachers, parent/community volunteers Teachers
Failure Letters mailed to parents of all students failing one or more classes and phone contact by individual teachers. Universal Screener report to parents	2,4	End of every 9 weeks/ongoing 3xannually	9 th – 12 th	Failure letters compiled d and mailed within 10-15 days of report cards Schedule screening and mailings	Department chairs, counselor, advisors, and teachers Committee
Certified letters mailed to graduating seniors regarding GHSGT variance	2,4	Nov	12 th	Compile and mail letters regarding GHSGT variance request-11/07	Graduation Coach and Counselor



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Parent Night/Advisement/AP Night	1-6	Fall & Winter	9 th -12 th	Current copies of transcript/set up booths depicting resources available	Administration, counselors and teachers
Any extra funds, supplies, or resources needed for these activities? Paper, stamps, copy machine allowance, ink, snacks, cost of screener					

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS (SCHOOL LEVEL)
 SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

School: LCCHS			School Year: 2012-2013		
GOAL 2--ACADEMIC: (Select ANOTHER curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year.) Increase passing and exceeds rate for all EOCTs.					
Desired result(s) for THIS goal: Improved academic achievement and understanding, improved academic success with future classes, assessments, and pso opportunities.			How will you measure the result(s)? Counseling/ administrators will compare data from year to year		
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Honor's Night	2,6	May	9 th – 12 th	Make and distribute invitations, do program, contact local businesses, presenter	Administration, Honors Committee



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Content Benchmarking Incentive for passing EOCTs and retaking EOCTs	2,3,5,6	Benchmarking 4.5 weeks May and June	9 - 12	Benchmark administration, printing of report, attachment to progress report Schedule Celebration for passing EOCTs	Administration/ Grad Coach/Counseling
School Call	2,4,6	On-going	9 th – 12 th	Registrar will program school call and send messages as needed to parents (ex. Benchmarks, dates of finals, upcoming events, etc.)	Teachers, administrators, registrar, attendance clerk
Power School	1-6	On-going	9 th – 12 th	Teachers will post grades weekly.	Counselors, Teachers

Any extra funds, supplies, or resources needed for these activities?
 Cost of awards, snacks, incentives, benchmarking



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 SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

School: LCCHS			School Year: 2012-2013		
GOAL 3--BEHAVIORAL: (Select ONE goal for students, such as improving behavior, attendance, respect for others, safety, or another quality that requires improvement in the next school year.) Improve attendance					
Desired result(s) for THIS goal: See number of students missing more than 15 days decrease to less than half of the current number.				How will you measure the result(s)? Attendance records compared from year to year	
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Perfect/Great Attendance Recognition	2,6	End of every 9 weeks (4 per year)	9-12	Acknowledge students with Perfect Attendance at the end of every 9 weeks and students with Great attendance at the end of each semester, get incentives from local businesses	Attendance Clerk/Graduation Coach
Attendance Letters mailed/Parent Contact	1,2,5	ongoing	9-12	Acknowledge students absences by sending letters to parents at 5 day intervals	Attendance Clerk
Group counseling and parent conf.		As needed	9-12	Monitoring of attendance and scheduling of counseling and conferences.	PBIS Grant Coordinator



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One on One counseling and parent conf.		As needed	9-12	Monitoring of attendance and scheduling of counseling and conferences	PBIS Grant Coordinator
Any extra funds, supplies, or resources needed for these activities? Recognition materials, postage, mailings,					



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ONE-YEAR ACTION PLAN FOR PARTNERSHIPS (SCHOOL LEVEL)
 SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

School: LCCHS			School Year: 2012-2013		
GOAL 4--CLIMATE OF PARTNERSHIP: (Required goal.) Identify ALL OTHER family and community partnership activities for the six types of involvement that the school will conduct to create a welcoming school environment, not covered in GOALS 1, 2, and 3. Check <i>Starting Points</i> for activities that will help create a climate of partnership in the next school year: <u>Strengthen the six types of family and community involvement.</u>					
Desired result(s) for THIS goal: Increase community/parent involvement.				How will you measure the result(s)? Compare number of volunteers from year to year.	
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Mentoring Program	1-6	ongoing	9-12	Contact parents and interested persons to mentor students throughout the school year	Grad Coach
School Council	1-6	Ongoing/monthly meetings	9-12		Principal
Junior Achievement	3,6	Jan - Feb	10th	Get volunteers from local businesses to assist with JA instruction	Grad Coach/ JA representative



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Coordinating efforts and supports from various agencies		Ongoing	9 – 12	Contact and coordinate various agencies to provide appropriate supports to student and parents as needed (education, financial support, transportation, medical, etc.)	PBIS Grant facilitator
<p>Any extra funds, supplies, or resources needed for these activities? Money and time or a dedicated school based parent involvement coordinator, phone, conference area & furniture, computer</p>					