ACIP

Lauderdale County High School

Lauderdale 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?

The school's geographic location is in the eastern end of the county. The school is relatively close to Joe Wheeler State Park and Elk River which is known for its camping, fishing, boating, and other recreational attractions. This attracts people to our area and makes it a desirable place to live. However, the school seems to be the focal point of pride in our community. We were the first high school in Lauderdale County. Our school is the heart of a rural community made primarily of families that have lived here for generations. Many parents, grandparents, business owners, and community leaders have a vested interest as alumni. For this reason, Lauderdale County High School has a goal that reflects both the desire for a traditional, rigorous education as well as a plan for advancement and growth for the future. Our goals include actively engaging all 21st century students in a challenging curriculum based on college and career standards. We also strive to foster a safe atmosphere which values excellence and respect. We want to increase family involvement and community partnerships, and seek and maintain a commitment to continuous improvement through monitoring and assessment in all levels and departments. Lauderdale County High School is a traditional K-12 public school with an enrollment of 1161 students as our current 2017-2018 school year. Our students are granted the opportunity to ride the bus to and from school every day. We have nine buses to accommodate our K-12 students. Our students are in school the traditional seven-hour

day that begins at 8:00 a.m. and ends at 3:00 p.m. Because it is a K-12 school, students can spend their entire public school experience with us. The daily schedule follows a traditional semester system with seven periods and four nine-week grading periods. We are a Title 1 school. Our ethnicity summary is as follows: White: 92.2%, Black: 4.1%, Asian:0.5 %, Multi-Race: 0.6%, Hispanic: 1.1%, and American Indian: 0%. Curricular standards and academic excellence are held in high regard. Academic achievement is expected from our students on all levels. Dual Enrollment is offered in English 101/102, Math 112/113/125, and Chemistry 111. Students are able to earn 20 hours credit on campus. Having teachers that are dedicated to their profession is also expected. One-hundred percent of our teachers meet Highly Qualified status. Teachers effectively communicate across grade levels and departments by meeting regularly. During these meetings, data is reviewed and teaching strategies are shared. The elementary mainly have grade level meetings. They have also begun multiple grade level meeting. The high school mainly has departmental meetings, but they work

collaboratively to incorporate cross-curriculum instruction. The following is a list of the number of people on staff:

High School Teachers _ 34

Elementary Teachers _ 39.5

Counselors _ 2.5

Lunchroom _ 10

Administrators _ 3

Aides _ 12

Secretaries _ 4

Custodians _ 3.5

Bus Drivers and Aides _ 12

School Nurses _ 2

Art/Music _ 2

Speech _ 1

Computer Lab _ 2

Pace _ 1

Total _ 128.5

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 vision of LCHS has been established by assessing the academic and social needs of the students as seen fit by our educators and the community. Our school is the heart of a rural community made primarily of families that have lived here for generations. Many parents, grandparents, business owners, and community leaders have a vested interest as alumni of Lauderdale County High. For this reason, LCHS has a vision that reflects both the desire for a traditional, rigorous education as well as a plan for advancement and growth for the future. Lauderdale County High School's vision enables students to reach their optimum potential academically, socially, and athletically. We believe in a collaborative culture where student, parents, staff, and community help prepare our students for success in the future. Our goal is to develop graduates who will understand their obligations to society, as reflected in our mission statement: Life-long Learners, Contributing Citizens, Honorable Conduct, Supportive Community.

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.

Lauderdale County High School has been a school in transition. We have undergone several changes in the past few years.

o One of the major challenges has been the closing of a local feeder school that caused our enrollment to significantly increase with the addition of only one teacher.

o Absenteeism is relatively high throughout the school.

o Lack of financial revenue has caused the entire school community to learn to accomplish our goals with limited resources.

o Moving from traditional teaching methods to more virtual options for students have created new learning opportunities for teachers and students.

o Our community lacks revenue and jobs. Most of the people in our community are forced to work out of town because of the unavailability of jobs that support families within our local area. Along with challenges, opportunities have also arisen to make us a better school community.

o Access to technology has been increased due to a grant that included a classroom set of laptops, several Interwrite boards and ipads. Also, the district has purchased Chromebooks for all students and teachers in grades 7-12.

All classrooms are equipped with audio system that amplify teacher voices. This has been very helpful in keeping students' attention even when the teacher has to turn their back to students.

o Parents have access to Parent Portal, a component of STI that allows them to monitor their child's grades and progress.

o Our counselors offer exceptional opportunities for our students to prepare for college and careers. They speak in classrooms, post, and announce scholarship and job opportunities. Last year, 33% of our graduating class received some type of college scholarship. The previous year it was as high as 40%. Our high school counselor provides a scholarship night every year. This is a time for her to discuss directly with parents the opportunities that are available to the students.

o Many of our students enlist in the military as a career option. Last year 10% of our graduating class enlisted. In previous years it has been between 5% and 8%.

o Representatives from the military set up tables in the lunchroom periodically to talk directly with interested students. Recruiters come to speak to interested students during elective classes.

o Our entire school community sees the importance of assessing data to track students and their individual needs. We have incorporated RTI (Response to Instruction) in our classrooms to help student achievement.

o Another very positive reinforcement has been the implementation of positive behavior system. Each week teachers give "Gotcha" cards for students who are caught being responsible, respectful, or resourceful in and out of the classroom. If a student's name is drawn for the week, he/she will receive special recognition during announcements as well as a small prize such as a tardy pass.

o Our students are provided with many opportunities within the classroom to get a competitive education. This can be confirmed by administrators visiting classrooms, checking lesson plans, and engaging/witnessing students and teachers in a safe atmosphere that values excellence and

mutual respect.

This year there are plans to offer Archery to students in grades 5-12.

Additional Information

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

We are confident our students are receiving a well-rounded curriculum that not only includes valuable lessons in the classroom, but lessons about life as well. Our students are able to give back to the community by being members of successful academic and athletic teams and then by being successful adults and contributing members of society. Almost half of our faculty and staff are graduates of Lauderdale County High School. This just reinforces how proud we are of our tradition here at Lauderdale County High School. We are confident we can build on our tradition of excellence and look forward to another "100 Years of Tradition."

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.

School administration and faculty assigned members to the CIP team based on their ability to collaborate, document , and communicate effectively. Meetings were scheduled and subs were provided for half a day while the team was broke into smaller teams to collect data.

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

Our team consists of one parent, two people from our community, one student, all principals, all counselors, all Title teachers, one elementary teacher, and one high school teacher from each core subject. Team members were grouped together to analyze data in order to develop goals.

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

It is posted on our county's website. A copy is located in both high school and elementary offices.

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?	No	We did not complete the document offline.	

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

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

Areas of Notable Achievement

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

6th grade math and reading are significantly above expected levels of performance.

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

Our 7th grade entering 8th grade show a positive trend in state assessment, as well as our 8th grade entering 9th.

Which area(s) indicate the overall highest performance?

Our 6rd grade math scored above expected performance level. They had the highest of any grade level tested.

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

Our general ed. population is showing an increase on performance.

Between which subgroups is the achievement gap closing?

The achievement gap seems to be closing between the general ed and special ed population.

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

Our ACT Aspire aligns with our global scholar data results.

Areas in Need of Improvement

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

Our 7th grade is below expected levels of performance

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

Our free and reduced lunch students are showing a negative trend in performance.

Which area(s) indicate the overall lowest performance?

Overall math was our lowest performance.

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

Our free and reduced lunch subgroup seems to have trend toward a decreasing performance.

Between which subgroups is the achievement gap becoming greater?

The gap is becoming greater between our general ed and the free and reduced lunch subgroup.

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

Our special ed population seems to be closing the gap.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.75
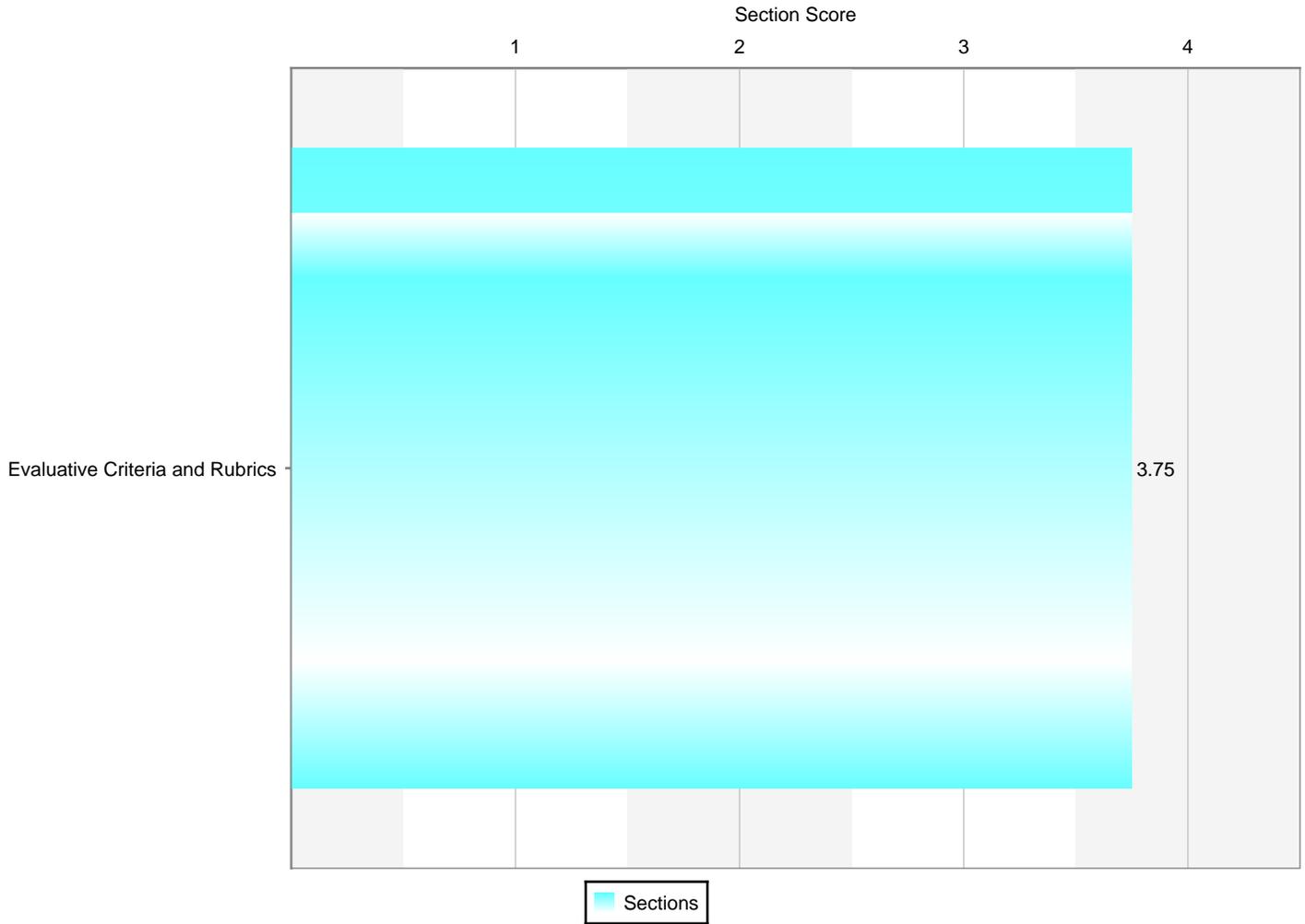
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

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

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	Eric Cornelius Principal 201 Cedar Street Rogersville, AL 35652 256-247-3414	ecornelius

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		

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		compact

2017-2018 Plan for ACIP

Overview

Plan Name

2017-2018 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Lauderdale County High School will improve achievement in reading	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$136000
2	Lauderdale County High School will improve student achievement in mathematics	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
3	Progression of EL toward language acquisition	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0

Goal 1: Lauderdale County High School will improve achievement in reading

Measurable Objective 1:

increase student growth by 2% in the amount of students that meet their annual reading goal by 05/25/2018 as measured by Scantron Performance Series Reading assessment.

Strategy 1:

Prevention/Intervention - Provide targeted intensive interventions and other focused supplemental supports for children most at risk in reading

Category: Develop/Implement Learning Supports

Research Cited: Response to Instruction

Activity - Intervention Clases	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary students below average in reading or flagged for dyslexic characteristics will attend an intervention class that uses a research-based program to improve reading skills	Academic Support Program	08/07/2017	05/25/2018	$130000	Title I Part A	Reading Intervention Teachers

Strategy 2:

Staff Development - Teachers will attend supplemental workshops and other professional development activities to increase reading achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Response to Intervention

Activity - Reading Horizons Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will attend Reading Horizons Professional development to learn instructional strategies to teach students accurate and fluent decoding skills	Professional Learning	08/07/2017	05/25/2018	$0	No Funding Required	Classroom teachers, administrators

Activity - Secondary Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary teachers will meet as departments with administrators and counselors to analyze Performance Series data to determine strengths and weaknesses of students and guide classroom instruction	Academic Support Program	08/07/2017	05/25/2018	$0	No Funding Required	Administrators, counselors

Strategy 3:

Instructional Materials - Teachers will utilize supplemental instructional and educational materials that support the scientifically based curriculum of the district

Category: Develop/Implement Learning Supports

Research Cited: Local Data

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the online resource Brain Pop to engage students on current topics and support state standards. Elementary teachers will also utilize Reading Renaissance to monitor students independent reading practice and test comprehension.	Technology	08/07/2017	05/25/2018	$6000	Title I Part A	Classroom teachers, administrators

Goal 2: Lauderdale County High School will improve student achievement in mathematics

Measurable Objective 1:

increase student growth by 2% in the amount of students that meet their annual math goal by 05/25/2018 as measured by Scantron Performance Series Mathematics Assessment.

Strategy 1:

Staff Development - Teachers will attend supplemental workshops and other professional development activities to increase student achievement

Category: Develop/Implement Professional Learning and Support

Research Cited: Local Data

Activity - District Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will attend district meetings to examine math standard to determine gaps among math adoption series (Envision) and state standards.	Professional Learning	10/04/2017	05/25/2018	$0	No Funding Required	AMST Specialists

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school teachers will meet as departments to analyze Performance Series Data to determine strength and weaknesses and guide classroom instruction.	Professional Learning	08/07/2017	05/25/2018	$0	No Funding Required	Administrators, counselors

Goal 3: Progression of EL toward language acquisition

Measurable Objective 1:

increase student growth of EL students in reading and or writing by 05/25/2018 as measured by ACCESS for Els 2.0.

Strategy 1:

Core EL Instruction - EL teachers will collaborate with SDAIE instructional strategies as part of the ESL core program to assure achievement of reading and math goals

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for Els 2.0 score reports, SDAIE

Activity - Evidence Folder Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers will provide video training for all teachers in order to provide information about the core ESL program, WIDA standards, ACCESS reports, and individualize English Language Plan (I-IEP). Evidence EL folders will be distributed to share components of the EL Plan to be used as a tool to collect information and accommodations throughout the year.	Academic Support Program, Direct Instruction, Professional Learning	08/07/2017	05/25/2018	$0	No Funding Required	EL teachers, classroom teachers, administrators

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers will implement Finish Line for ELs on Chromebooks in small group instruction. Use of Chromebooks with EL students will support growth in reading, writing, speaking, and listening skill development.	Academic Support Program, Professional Learning, Technology	08/07/2017	05/25/2018	$0	No Funding Required	District Technology Coaches, EL Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Clases	Elementary students below average in reading or flagged for dyslexic characteristics will attend an intervention class that uses a research-based program to improve reading skills	Academic Support Program	08/07/2017	05/25/2018	$130000	Reading Intervention Teachers
Instructional Technology	Teachers will utilize the online resource Brain Pop to engage students on current topics and support state standards. Elementary teachers will also utilize Reading Renaissance to monitor students independent reading practice and test comprehension.	Technology	08/07/2017	05/25/2018	$6000	Classroom teachers, administrators
				Total	$136000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Evidence Folder Training	EL teachers will provide video training for all teachers in order to provide information about the core ESL program, WIDA standards, ACCESS reports, and individualize English Language Plan (I-IEP). Evidence EL folders will be distributed to share components of the EL Plan to be used as a tool to collect information and accommodations throughout the year.	Academic Support Program, Direct Instruction, Professional Learning	08/07/2017	05/25/2018	$0	EL teachers, classroom teachers, administrators
Secondary Data Meetings	Secondary teachers will meet as departments with administrators and counselors to analyze Performance Series data to determine strengths and weaknesses of students and guide classroom instruction	Academic Support Program	08/07/2017	05/25/2018	$0	Administrators, counselors
District Sessions	Elementary teachers will attend district meetings to examine math standard to determine gaps among math adoption series (Envision) and state standards.	Professional Learning	10/04/2017	05/25/2018	$0	AMST Specialists
Reading Horizons Professional Development	Elementary teachers will attend Reading Horizons Professional development to learn instructional strategies to teach students accurate and fluent decoding skills	Professional Learning	08/07/2017	05/25/2018	$0	Classroom teachers, administrators

Technology Integration	EL teachers will implement Finish Line for ELs on Chromebooks in small group instruction. Use of Chromebooks with EL students will support growth in reading, writing, speaking, and listening skill development.	Academic Support Program, Professional Learning, Technology	08/07/2017	05/25/2018	$0	District Technology Coaches, EL Teachers
Data Meetings	High school teachers will meet as departments to analyze Performance Series Data to determine strength and weaknesses and guide classroom instruction.	Professional Learning	08/07/2017	05/25/2018	$0	Administrators, counselors
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	All surveys were administered with fidelity to administration procedures. Staff survey link was sent via CN email to all faculty and staff. Student and parent surveys were linked on the school website, Facebook, Twitter, and Remind 101. Students were given instruction and time to complete surveys in classrooms and computer labs. Parent notes were sent home with students and elementary teachers placed request to complete surveys on weekly calendars. Minimum response rate was met with staff.	

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	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?

Parents feel the school is supportive and they feel comfortable interacting with school staff.

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

Student and parent surveys show a trend in increasing satisfaction and approval in the area of student learning and success.

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

Stakeholder surveys consistently support the school's purpose is focused on academic success and student
learning. Lauderdale County's academic success is driven by meeting the goals, data, and actions set up in the Continuous Improvement
Plan.

Areas in Need of Improvement

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

Once surveys were completed and data was calculated, LCHS had the lowest level of satisfaction or approval in the areas of Teaching and Assessing for Learning.

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

Stakeholders didn't feel empowered by the school staff.

What are the implications for these stakeholder perceptions?

The implications of stakeholders not feeling empowered led to the school creating the ACTION team. ACTION stands for Altogether, Community, Teaching, Individuals in, Outrageous, Nurturing. The hope is to create positive community and school interactions.

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

All stakeholder surveys support the findings of Teaching and Assessing for Learning being the lowest area of satisfaction or approval. Multiple teachers requested more classroom rigor and lower student to teacher ratios.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

2
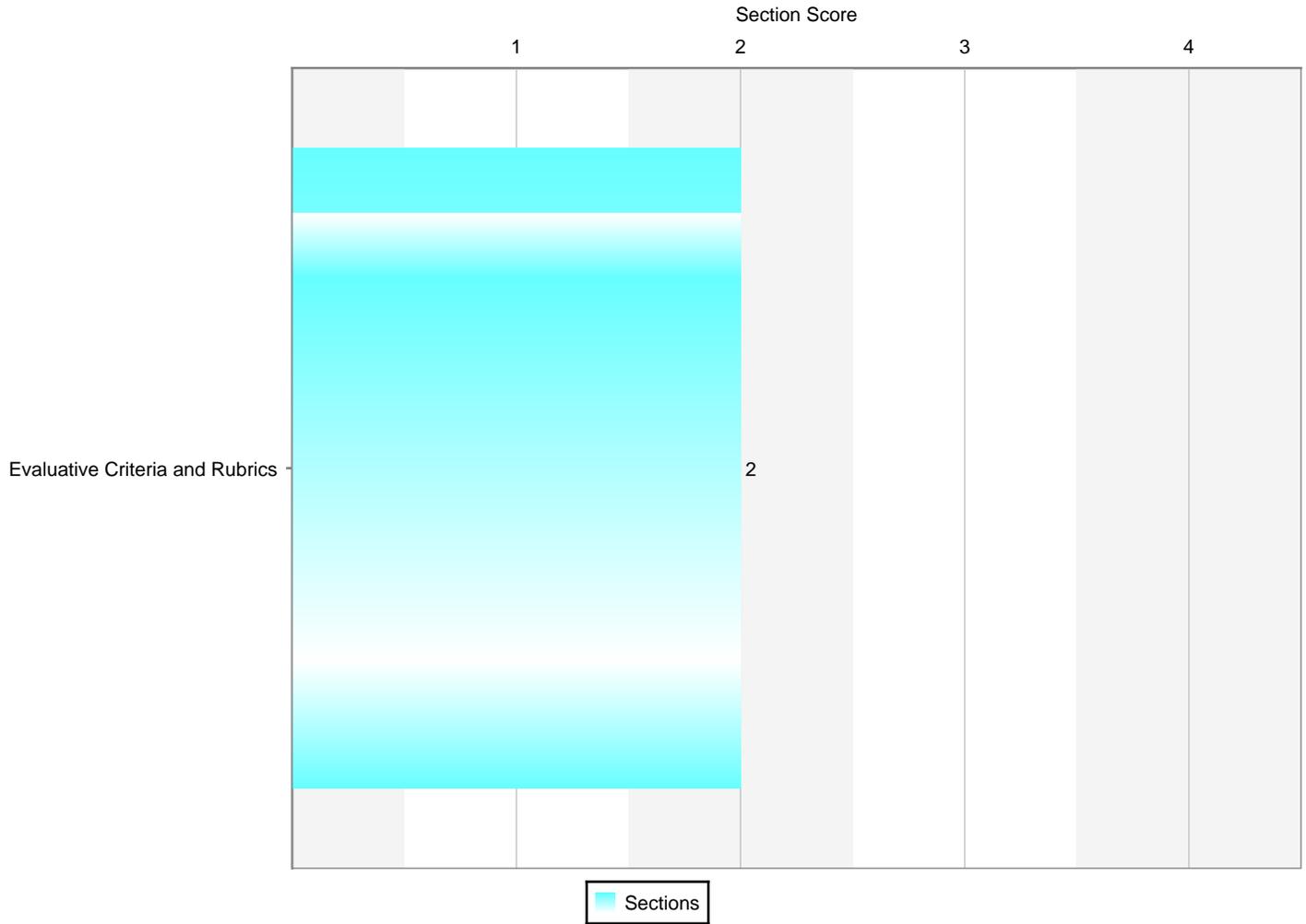
Sections

Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The school leadership team meets regularly to discuss needs of the school. This team consists of administrators, teachers, staff members, community leaders, and parents.

What were the results of the comprehensive needs assessment?

The school leadership team discussed that math and reading should be a focus for all grade levels. Attendance is also a concern. A decision was also made to involve the community more in school. The student body will bring back the Veteran's Day program and the school will also be part of the community Thanksgiving celebration.

What conclusions were drawn from the results?

The school leadership team decided to focus attention on math and reading.   Attendance will be a topic frequently discussed in the community. Community involvement in the school will be positive for all stakeholders.

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

Lauderdale County High School is a positive place. Students are respectful and friendly. LCHS is working to raise academic achievement in math and reading as well as inform the community and parent about the importance of good attendance.

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

Goals are discussed frequently among the faculty and administration. The school leadership team is working to communicate the goals of the school to parents and the community. All stakeholders will work to assist the school meet goals.

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

Test scores, daily attendance, teacher input, community perception, and administrative experience were utilized as sources of information. Goals were formed as a group effort to increase student achievement.

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

The goals were formed as a group effort to increase student achievement. Every effort is made to afford equal access to academic and other services to disadvantaged children.

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:

Lauderdale County High School will improve achievement in reading

Measurable Objective 1:

increase student growth by 2% in the amount of students that meet their annual reading goal by 05/25/2018 as measured by Scantron Performance Series Reading assessment.

Strategy1:

Staff Development - Teachers will attend supplemental workshops and other professional development activities to increase reading achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Response to Intervention

Activity - Secondary Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary teachers will meet as departments with administrators and counselors to analyze Performance Series data to determine strengths and weaknesses of students and guide classroom instruction	Academic Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	Administrators, counselors

Activity - Reading Horizons Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary teachers will attend Reading Horizons Professional development to learn instructional strategies to teach students accurate and fluent decoding skills	Professional Learning	08/07/2017	05/25/2018	$0 - No Funding Required	Classroom teachers, administrators

Strategy2:

Prevention/Intervention - Provide targeted intensive interventions and other focused supplemental supports for children most at risk in reading

Category: Develop/Implement Learning Supports

Research Cited: Response to Instruction

Activity - Intervention Clases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary students below average in reading or flagged for dyslexic characteristics will attend an intervention class that uses a research-based program to improve reading skills	Academic Support Program	08/07/2017	05/25/2018	$130000 - Title I Part A	Reading Intervention Teachers

Strategy3:

Instructional Materials - Teachers will utilize supplemental instructional and educational materials that support the scientifically based

curriculum of the district

Category: Develop/Implement Learning Supports

Research Cited: Local Data

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the online resource Brain Pop to engage students on current topics and support state standards. Elementary teachers will also utilize Reading Renaissance to monitor students independent reading practice and test comprehension.	Technology	08/07/2017	05/25/2018	$6000 - Title I Part A	Classroom teachers, administrators

Goal 2:

Lauderdale County High School will improve student achievement in mathematics

Measurable Objective 1:

increase student growth by 2% in the amount of students that meet their annual math goal by 05/25/2018 as measured by Scantron

Performance Series Mathematics Assessment.

Strategy1:

Instructional Materials - Teachers will utilize supplemental materials that support the scientifically research-based curriculum of the district

Category: Develop/Implement Learning Supports

Research Cited: CCRS, Response to Instruction

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the online resource Moby Max to teach students problem solving and critical thinking skills	Technology	08/07/2017	05/25/2018	$800 - Title I Part A	Classroom teachers and administrators

Strategy2:

Staff Development - Teachers will attend supplemental workshops and other professional development activities to increase student

achievement

Category: Develop/Implement Professional Learning and Support

Research Cited: Local Data

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school teachers will meet as departments to analyze Performance Series Data to determine strength and weaknesses and guide classroom instruction.	Professional Learning	08/07/2017	05/25/2018	$0 - No Funding Required	Administrators, counselors

Activity - District Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary teachers will attend district meetings to examine math standard to determine gaps among math adoption series (Envision) and state standards.	Professional Learning	10/04/2017	05/25/2018	$0 - No Funding Required	AMST Specialists

Goal 3:

Progression of EL toward language acquisition

Measurable Objective 1:

increase student growth of EL students in reading and or writing by 05/25/2018 as measured by ACCESS for Els 2.0.

Strategy1:

Core EL Instruction - EL teachers will collaborate with SDAIE instructional strategies as part of the ESL core program to assure achievement

of reading and math goals

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for Els 2.0 score reports, SDAIE

Activity - Evidence Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will provide video training for all teachers in order to provide information about the core ESL program, WIDA standards, ACCESS reports, and individualize English Language Plan (I-IEP). Evidence EL folders will be distributed to share components of the EL Plan to be used as a tool to collect information and accommodations throughout the year.	Professional Learning Academic Support Program Direct Instruction	08/07/2017	05/25/2018	$0 - No Funding Required	EL teachers, classroom teachers, administrators

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will implement Finish Line for ELs on Chromebooks in small group instruction. Use of Chromebooks with EL students will support growth in reading, writing, speaking, and listening skill development.	Academic Support Program Professional Learning Technology	08/07/2017	05/25/2018	$0 - No Funding Required	District Technology Coaches, EL 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:

Lauderdale County High School will improve achievement in reading

Measurable Objective 1:

increase student growth by 2% in the amount of students that meet their annual reading goal by 05/25/2018 as measured by Scantron Performance Series Reading assessment.

Strategy1:

Staff Development - Teachers will attend supplemental workshops and other professional development activities to increase reading achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Response to Intervention

Activity - Secondary Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary teachers will meet as departments with administrators and counselors to analyze Performance Series data to determine strengths and weaknesses of students and guide classroom instruction	Academic Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	Administrators, counselors

Activity - Reading Horizons Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary teachers will attend Reading Horizons Professional development to learn instructional strategies to teach students accurate and fluent decoding skills	Professional Learning	08/07/2017	05/25/2018	$0 - No Funding Required	Classroom teachers, administrators

Strategy2:

Instructional Materials - Teachers will utilize supplemental instructional and educational materials that support the scientifically based curriculum of the district

Category: Develop/Implement Learning Supports

Research Cited: Local Data

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the online resource Brain Pop to engage students on current topics and support state standards. Elementary teachers will also utilize Reading Renaissance to monitor students independent reading practice and test comprehension.	Technology	08/07/2017	05/25/2018	$6000 - Title I Part A	Classroom teachers, administrators

Strategy3:

Prevention/Intervention - Provide targeted intensive interventions and other focused supplemental supports for children most at risk in

reading

Category: Develop/Implement Learning Supports

Research Cited: Response to Instruction

Activity - Intervention Clases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary students below average in reading or flagged for dyslexic characteristics will attend an intervention class that uses a research-based program to improve reading skills	Academic Support Program	08/07/2017	05/25/2018	$130000 - Title I Part A	Reading Intervention Teachers

Goal 2:

Lauderdale County High School will improve student achievement in mathematics

Measurable Objective 1:

increase student growth by 2% in the amount of students that meet their annual math goal by 05/25/2018 as measured by Scantron

Performance Series Mathematics Assessment.

Strategy1:

Instructional Materials - Teachers will utilize supplemental materials that support the scientifically research-based curriculum of the district

Category: Develop/Implement Learning Supports

Research Cited: CCRS, Response to Instruction

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the online resource Moby Max to teach students problem solving and critical thinking skills	Technology	08/07/2017	05/25/2018	$800 - Title I Part A	Classroom teachers and administrators

Strategy2:

Staff Development - Teachers will attend supplemental workshops and other professional development activities to increase student

achievement

Category: Develop/Implement Professional Learning and Support

Research Cited: Local Data

Activity - District Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary teachers will attend district meetings to examine math standard to determine gaps among math adoption series (Envision) and state standards.	Professional Learning	10/04/2017	05/25/2018	$0 - No Funding Required	AMST Specialists

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school teachers will meet as departments to analyze Performance Series Data to determine strength and weaknesses and guide classroom instruction.	Professional Learning	08/07/2017	05/25/2018	$0 - No Funding Required	Administrators, counselors

Goal 3:

Progression of EL toward language acquisition

Measurable Objective 1:

increase student growth of EL students in reading and or writing by 05/25/2018 as measured by ACCESS for Els 2.0.

Strategy1:

Core EL Instruction - EL teachers will collaborate with SDAIE instructional strategies as part of the ESL core program to assure achievement

of reading and math goals

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for Els 2.0 score reports, SDAIE

Activity - Evidence Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will provide video training for all teachers in order to provide information about the core ESL program, WIDA standards, ACCESS reports, and individualize English Language Plan (I-IEP). Evidence EL folders will be distributed to share components of the EL Plan to be used as a tool to collect information and accommodations throughout the year.	Academic Support Program Professional Learning Direct Instruction	08/07/2017	05/25/2018	$0 - No Funding Required	EL teachers, classroom teachers, administrators

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will implement Finish Line for ELs on Chromebooks in small group instruction. Use of Chromebooks with EL students will support growth in reading, writing, speaking, and listening skill development.	Technology Academic Support Program Professional Learning	08/07/2017	05/25/2018	$0 - No Funding Required	District Technology Coaches, EL 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.)

Goal 1:
Lauderdale County High School will improve achievement in reading

Measurable Objective 1:
increase student growth by 2% in the amount of students that meet their annual reading goal by 05/25/2018 as measured by Scantron Performance Series Reading assessment.

Strategy1:
Instructional Materials - Teachers will utilize supplemental instructional and educational materials that support the scientifically based curriculum of the district
Category: Develop/Implement Learning Supports
Research Cited: Local Data

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the online resource Brain Pop to engage students on current topics and support state standards. Elementary teachers will also utilize Reading Renaissance to monitor students independent reading practice and test comprehension.	Technology	08/07/2017	05/25/2018	$6000 - Title I Part A	Classroom teachers, administrators

Strategy2:
Staff Development - Teachers will attend supplemental workshops and other professional development activities to increase reading achievement.
Category: Develop/Implement Professional Learning and Support
Research Cited: Response to Intervention

Activity - Secondary Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary teachers will meet as departments with administrators and counselors to analyze Performance Series data to determine strengths and weaknesses of students and guide classroom instruction	Academic Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	Administrators, counselors

Activity - Reading Horizons Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary teachers will attend Reading Horizons Professional development to learn instructional strategies to teach students accurate and fluent decoding skills	Professional Learning	08/07/2017	05/25/2018	$0 - No Funding Required	Classroom teachers, administrators

Strategy3:

Prevention/Intervention - Provide targeted intensive interventions and other focused supplemental supports for children most at risk in

reading

Category: Develop/Implement Learning Supports

Research Cited: Response to Instruction

Activity - Intervention Clases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary students below average in reading or flagged for dyslexic characteristics will attend an intervention class that uses a research-based program to improve reading skills	Academic Support Program	08/07/2017	05/25/2018	$130000 - Title I Part A	Reading Intervention Teachers

Goal 2:

Lauderdale County High School will improve student achievement in mathematics

Measurable Objective 1:

increase student growth by 2% in the amount of students that meet their annual math goal by 05/25/2018 as measured by Scantron

Performance Series Mathematics Assessment.

Strategy1:

Staff Development - Teachers will attend supplemental workshops and other professional development activities to increase student

achievement

Category: Develop/Implement Professional Learning and Support

Research Cited: Local Data

Activity - District Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary teachers will attend district meetings to examine math standard to determine gaps among math adoption series (Envision) and state standards.	Professional Learning	10/04/2017	05/25/2018	$0 - No Funding Required	AMST Specialists

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school teachers will meet as departments to analyze Performance Series Data to determine strength and weaknesses and guide classroom instruction.	Professional Learning	08/07/2017	05/25/2018	$0 - No Funding Required	Administrators, counselors

Strategy2:

Instructional Materials - Teachers will utilize supplemental materials that support the scientifically research-based curriculum of the district

Category: Develop/Implement Learning Supports

Research Cited: CCRS, Response to Instruction

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the online resource Moby Max to teach students problem solving and critical thinking skills	Technology	08/07/2017	05/25/2018	$800 - Title I Part A	Classroom teachers and administrators

Goal 3:

Progression of EL toward language acquisition

Measurable Objective 1:

increase student growth of EL students in reading and or writing by 05/25/2018 as measured by ACCESS for Els 2.0.

Strategy1:

Core EL Instruction - EL teachers will collaborate with SDAIE instructional strategies as part of the ESL core program to assure achievement

of reading and math goals

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for Els 2.0 score reports, SDAIE

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will implement Finish Line for ELs on Chromebooks in small group instruction. Use of Chromebooks with EL students will support growth in reading, writing, speaking, and listening skill development.	Technology Academic Support Program Professional Learning	08/07/2017	05/25/2018	$0 - No Funding Required	District Technology Coaches, EL Teachers

Activity - Evidence Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will provide video training for all teachers in order to provide information about the core ESL program, WIDA standards, ACCESS reports, and individualize English Language Plan (I-IEP). Evidence EL folders will be distributed to share components of the EL Plan to be used as a tool to collect information and accommodations throughout the year.	Direct Instruction Academic Support Program Professional Learning	08/07/2017	05/25/2018	$0 - No Funding Required	EL teachers, classroom teachers, administrators

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

Goal 1:

Progression of EL toward language acquisition

Measurable Objective 1:

increase student growth of EL students in reading and or writing by 05/25/2018 as measured by ACCESS for Els 2.0.

Strategy1:

Core EL Instruction - EL teachers will collaborate with SDAIE instructional strategies as part of the ESL core program to assure achievement

of reading and math goals

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for Els 2.0 score reports, SDAIE

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will implement Finish Line for ELs on Chromebooks in small group instruction. Use of Chromebooks with EL students will support growth in reading, writing, speaking, and listening skill development.	Academic Support Program Professional Learning Technology	08/07/2017	05/25/2018	$0 - No Funding Required	District Technology Coaches, EL Teachers

Activity - Evidence Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will provide video training for all teachers in order to provide information about the core ESL program, WIDA standards, ACCESS reports, and individualize English Language Plan (I-IEP). Evidence EL folders will be distributed to share components of the EL Plan to be used as a tool to collect information and accommodations throughout the year.	Professional Learning Academic Support Program Direct Instruction	08/07/2017	05/25/2018	$0 - No Funding Required	EL teachers, classroom teachers, administrators

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.

Academic achievement results of English Learners are translated into their native language and shared with parents.

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.

Staffing decisions are determined by the administration. A team of administrators, counselors, and teachers meet to discuss how teaching assignments will most effectively address academic needs of the school.

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?

Less than 5%

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

Several members of the school faculty posses Ed.S and Doctoral degrees. Eight members of the faculty are currently seeking Master's degrees and 40 members hold Master's level education. Over fifty percent of the faculty have at least ten years of experience in the field of education.

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).

No high turnover rate

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.

The school leadership team assists administration with decisions regarding professional development. Test scores, Chalkable reports (grades, attendance) and community perception are all considerations of the team.

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

Professional development opportunities are provided for teachers, principals, paraprofessionals, and other school personnel to improve instruction. Summer conferences and training are encouraged by the administration and funds are set aside specifically for staff members to attend out of town events. The Lauderdale County School district provides opportunities for all stakeholders to receive professional growth opportunities throughout the year.

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

inexperience teachers are paired with experienced teachers by the school administration. Daily routines as well as various activities to meet goals are discussed.

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

Professional development is formed around the goals of the school. The school leadership team works to sustain growth and encourage teachers to increase academic achievement all of learners.

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:

Lauderdale County High School will improve achievement in reading

Measurable Objective 1:

increase student growth by 2% in the amount of students that meet their annual reading goal by 05/25/2018 as measured by Scantron Performance Series Reading assessment.

Strategy1:

Staff Development - Teachers will attend supplemental workshops and other professional development activities to increase reading achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Response to Intervention

Activity - Secondary Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary teachers will meet as departments with administrators and counselors to analyze Performance Series data to determine strengths and weaknesses of students and guide classroom instruction	Academic Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	Administrators, counselors

Activity - Reading Horizons Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary teachers will attend Reading Horizons Professional development to learn instructional strategies to teach students accurate and fluent decoding skills	Professional Learning	08/07/2017	05/25/2018	$0 - No Funding Required	Classroom teachers, administrators

Strategy2:

Prevention/Intervention - Provide targeted intensive interventions and other focused supplemental supports for children most at risk in reading

Category: Develop/Implement Learning Supports

Research Cited: Response to Instruction

Activity - Intervention Clases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy3:

Instructional Materials - Teachers will utilize supplemental instructional and educational materials that support the scientifically based

curriculum of the district

Category: Develop/Implement Learning Supports

Research Cited: Local Data

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the online resource Brain Pop to engage students on current topics and support state standards. Elementary teachers will also utilize Reading Renaissance to monitor students independent reading practice and test comprehension.	Technology	08/07/2017	05/25/2018	$6000 - Title I Part A	Classroom teachers, administrators

Goal 2:

Lauderdale County High School will improve student achievement in mathematics

Measurable Objective 1:

increase student growth by 2% in the amount of students that meet their annual math goal by 05/25/2018 as measured by Scantron

Performance Series Mathematics Assessment.

Strategy1:

Instructional Materials - Teachers will utilize supplemental materials that support the scientifically research-based curriculum of the district

Category: Develop/Implement Learning Supports

Research Cited: CCRS, Response to Instruction

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the online resource Moby Max to teach students problem solving and critical thinking skills	Technology	08/07/2017	05/25/2018	$800 - Title I Part A	Classroom teachers and administrators

Strategy2:

Staff Development - Teachers will attend supplemental workshops and other professional development activities to increase student

achievement

Category: Develop/Implement Professional Learning and Support

Research Cited: Local Data

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High school teachers will meet as departments to analyze Performance Series Data to determine strength and weaknesses and guide classroom instruction.	Professional Learning	08/07/2017	05/25/2018	$0 - No Funding Required	Administrators, counselors

Goal 3:

Progression of EL toward language acquisition

Measurable Objective 1:

increase student growth of EL students in reading and or writing by 05/25/2018 as measured by ACCESS for Els 2.0.

Strategy1:

Core EL Instruction - EL teachers will collaborate with SDAIE instructional strategies as part of the ESL core program to assure achievement

of reading and math goals

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for Els 2.0 score reports, SDAIE

Activity - Evidence Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will provide video training for all teachers in order to provide information about the core ESL program, WIDA standards, ACCESS reports, and individualize English Language Plan (I-IEP). Evidence EL folders will be distributed to share components of the EL Plan to be used as a tool to collect information and accommodations throughout the year.	Direct Instruction Professional Learning Academic Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	EL teachers, classroom teachers, administrators

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will implement Finish Line for ELs on Chromebooks in small group instruction. Use of Chromebooks with EL students will support growth in reading, writing, speaking, and listening skill development.	Technology Professional Learning Academic Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	District Technology Coaches, EL Teachers

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?

All teachers are invited to become members of the school leadership team. Teachers also participate in the Pupil Support Team which meets every 4 1/2 weeks to discuss student achievement.

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

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

The school administration works closely with the school district leaders to identify students which experience difficulty mastering state academic assessment standards.

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?

The school leadership team works to create strategies to advance achievement levels of state standards. The Pupil support team monitors student growth to ensure advancement of achievement.

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.

After school tutoring is provided by volunteers for students to receive support and reinforcement of academic skills. School counselors assist families with finding volunteers.

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.

It is the policy of Lauderdale County School system to provide the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Principals and counselors have been trained to ensure there are no barriers for Migrant, ELL, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and homeless students. School leaders work closely with district liaisons to provide students with the supplies they need for school.

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 school works to provide the opportunity for all students to meet the same challenging state content and state student performance standards. 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 are provided opportunities without being stigmatized or isolated. Principals and counselors have been trained to ensure there are no barriers for special populations to receive a free and appropriate public education. School leaders work closely with district liaisons to provide students with the supplies they need for school.

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.

Credit Recovery

Electronic Graduation Tracking System

ACCESS

A+

Performance Series

Classworks

Upward Bound

College Essentials English

College Essentials Math

Tier III Interventions: Reading Horizons, DIP, Destination Math and A+, Pearson "My Sidewalks"

All programs are in place to help increase reading and math achievement, graduation rate and ACT Aspire/ACT goals

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

Lauderdale County High School has a full-time resource officer on campus for security and who also visits classrooms promoting a safe and non-violent school. In school suspension is also used onsite to discourage negative school behavior. The nutrition programs meet all the federal, state, and local regulations and assist 40% of the student population with free/reduced breakfast and lunch. LCHS has one unit of Pre-K that serves local 4 year olds. Although LCHS does not have adult education classes onsite we do provide information and locations for parents and community members if needed. LCHS has onsite vocational classes that include the areas of agriculture, home economics, computer classes and JAG. Allen Thornton Technical Center provides other technical educational areas offsite.

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

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

The Instructional Leadership Team evaluates the school-wide program at least three times annually. After the team evaluation, results are presented to the entire faculty and adjustments are made depending on data and recommendations.

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?

State assessment data along with other assessment data is collected and compared to the previous year. The academic goals are also compared with the data to see what goals were met or exceeded and/or goals that were not met. These results are shared with all faculty. Plans are revised and adjusted to guide classroom instruction and increase student achievement.

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?

After data is collected and students are flagged, student achievement is monitored and rate of improvement is established. Performance Series assists teachers with this by testing students at the beginning of the school year, middle, and then the end of the school year. These struggling students will be identified and instructional plans will be adjusted to help these students achieve reasonable growth.

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?

Progress monitoring will need to take place with these struggling students to ensure the students are making ample progress. Data collected from formative, summative, and Performance Tests will be evaluated and instruction will be revised as needed for each struggling student.

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.	65.83

Provide the number of classroom teachers.

74.37

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	4066644.0

Total   4,066,644.00

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.	88697.0

Total   88,697.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	2.0

Provide the number of Assistant Principals.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	144049.0

Total   144,049.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.5

Provide the number of Counselors.

2.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	154044.0

Total   154,044.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	2.0

Provide the number of Librarians.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	108038.0

Total   108,038.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total 0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	15510.0

Total   15,510.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	5687.0

Total   5,687.00

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.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	30910.0

Total   30,910.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2232.0

Total   2,232.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	192949.0

Provide a brief explanation and breakdown of expenses.

salaries & benefits - $184,016; instructional materials & supplies - $6,336; parent involvement - $2,597

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	262985.0

Provide a brief explanation and a breakdown of expenses.

This allocation is utilized district-wide. Each school does not receive a separate allocation.

Description:

Hire .5 FTE Instructional Specialist to provide PD for all reading/language areas/content teachers which provide instructional strategies for reading, mathematics, and literacy in K-12; Hire two (2) Instructional Technology Specialists to train K-12 teachers to use software and/or implement technology into content areas.

Estimated Costs

Under Instructional Staff Development Services (2215), salaries (010-199) are $146, 426.00 while Employee Benefits (200-299) are $52, 748.00. The total for salaries and employee benefits is $199,164.00

Description:

Provide professional development to teachers, central office staff, and/or special education aides. Professional development would include travel expenses, substitutes, and stipends. It would also include registration fees and professional dues. Cost will also include any other necessary professional development training.

Estimated Costs

Title II - A,Purchased Services (300-399) under (2215) is $45,242.00. Materials and Supplies (400-499) under (2215) is $2,000.00. Indirect Cost (910) under General Administrative (6000-6999) is $3,784.00. Instructional Improvement & Curriculum Development (2210) has Salaries (010-199) at $12,000 and Benefits (200-299) at $785.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

This school does not utilize federal funding for EL.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

The application for Title IV has not been released, yet.

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.

This school does not receive Title V funds.

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	276304.0

Provide a brief explanation and breakdown of expenses.

substitutes and teacher salaries

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))

A Title I meeting is held at the beginning of the school year. Title I requirements and offerings are discussed. A chairperson and committee serve as a liaison between parents and the Title I faculty.

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))

Title I staff is available for conferences at annual orientation and as needed throughout the school year. Parent are encouraged to give input on parental involvement activities to the liaison committee or Title I teachers at any time. Parents help determine how money is spent during a scheduled meeting or via phone. Game Day activities are planned for families and students two times per year. Flexible times for parent meetings are planned according to the parents' survey data.

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))

Surveys are sent home to allow parents to make suggestions regarding Title I services. Progress reports are sent home requiring parent signatures. Compacts outlining expectations are sent home for parent review and signature. Title I staff is available at parent/teacher meetings. Resources are available through county office for parents of ELL students.

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 are asked to read nightly with children. Parents ensure that students come to school with needed supplies. Parents support classroom discipline and policies.

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

Parent surveys and the Title I Committee provide an avenue for parents to voice their comments and suggestions concerning the CIP. Title I staff and administration are available for parent comments and/or suggestions.

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)

Available data regarding Title I is available on the school's website. Parents are sent a Remind Message explaining where information can be located. Information pamphlets are sent home as needed during the school year. Teachers attend meetings to understand the importance of parental involvement. Teachers use our school's website to inform and communicate with parents. Title I teachers use Parent Survey data to plan and coordinate activities that will meet the needs of parents. Parents are strongly encouraged throughout the school year to provide input regarding the education of their child.

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)

Available data regarding Title I is available on the school's website. Parents are sent a Remind Message explaining where information can be located. Information pamphlets are sent home as needed during the school year. Teachers attend meetings to understand the importance of parental involvement. Teachers use our school's website to inform and communicate with parents. Title I teachers use Parent Survey data to plan and coordinate activities that will meet the needs of parents. Parents are strongly encouraged throughout the school year to provide input regarding the education of their child.

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)

Available data regarding Title I is available on the school's website. Parents are sent a Remind Message explaining where information can be located. Information pamphlets are sent home as needed during the school year. Teachers attend meetings to understand the importance of parental involvement. Teachers use our school's website to inform and communicate with parents. Title I teachers use Parent Survey data to plan and coordinate activities that will meet the needs of parents. Parents are strongly encouraged throughout the school year to provide input regarding the education of their child.

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)

Available data regarding Title I is available on the school's website. Parents are sent a Remind Message explaining where information can be located. Information pamphlets are sent home as needed during the school year. Teachers attend meetings to understand the importance of parental involvement. Teachers use our school's website to inform and communicate with parents. Title I teachers use Parent Survey data to plan and coordinate activities that will meet the needs of parents. Parents are strongly encouraged throughout the school year to provide input regarding the education of their child.

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)

Available data regarding Title I is available on the school's website. Parents are sent a Remind Message explaining where information can be located. Information pamphlets are sent home as needed during the school year. Teachers attend meetings to understand the importance of parental involvement. Teachers use our school's website to inform and communicate with parents. Title I teachers use Parent Survey data to plan and coordinate activities that will meet the needs of parents. Parents are strongly encouraged throughout the school year to provide input regarding the education of their child.

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))

Available data regarding Title I is available on the school's website. Parents are sent a Remind Message explaining where information can be located. Information pamphlets are sent home as needed during the school year. Teachers use our school's website to inform and communicate with parents. Special populations are included and encouraged to participate.