



ACIP

South Lamar School

Lamar County Board of Education

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Millport, AL 35576

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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?

South Lamar School was founded in 1986-87. The consolidation of Millport and Kennedy High School united two small towns only 4 miles apart. Both schools were K-12 unit schools. Each school had a loyal following and strong community support. However, the schools were rivals in athletic activities. Retaining the color crimson from Millport High and the color gold from Kennedy High, it was mutually agreed upon that South Lamar School would be born with the colors crimson and gold, with stallions as the mascot. Time has allowed the two communities to come together in many ways. For example, we now have a South Lamar Chamber of Commerce that represents both Millport and Kennedy. South Lamar School is emerging as a strong pillar that represents both communities.

South Lamar School is a 1A school located in Lamar County. The western boundary of Lamar County is the Alabama/Mississippi state line. South Lamar School has 33 faculty members, 1 principal, and 1 full time assistant principal. We have 1 full-time high school counselor and 1 part-time elementary counselor. We have one full-time librarian that serves both elementary and high school. South Lamar has a part-time instructional coach that serves students kindergarten through 3rd grade. We have an elective teacher that teaches a variety of computer technology courses. For our core subjects, we have 2 teachers per subject (Math, English, Social Studies, and Science). We have a health/drivers education teacher, which also holds certification in middle school social studies. Our band director teaches music classes to grades kindergarten through 4th grade while directing a marching band that is 30 members strong, as well as teaching a beginner band for students in grades 5 & 6, as well as, an elective arts course for our high school students. We have an elementary special education teacher and a high school special education teacher. We also employ 2 physical education teachers. One teaching grades k-6, while the other teaches 7-12. We have 6 paraprofessional aides that serve primarily in an inclusion setting to better service our special education students.

The majority of our faculty lives in the immediate area and are alumni of South Lamar School . We do however have some faculty members that travel over an hour one-way to school.

South Lamar has 567 total students. Our ethnicity summary equates to 85% white students, 12% black students, 2% multiracial students, and 1% Hispanic and Asian students. From our 2016-2017 numbers, 55.76% of our students is on free and reduced lunch prices. 44.24% of our student population is on full paid lunch status.

South Lamar School services an area with a population of fewer than 2,500. There are only two employers, excluding the school, that employ more than 50 people. Many of our students' parents have to travel more than 60 miles each day just to work, yet they choose to remain in the Millport/Kennedy area and send their children to South Lamar School. The lack of business tax base, as well as ample quality jobs in our area, does not stifle some of the opportunities for our students. However, the physical facilities of our school are modern and updated as to resolve to attract and keep students. It is a known fact that despite economic difficulties, our stakeholders counteract obstacles with hard work and resolve to ensure our students get the very best education that any student would obtain anywhere. Despite a number of personal hardships for each of our families, the area in which we live, work, and educate the students of South Lamar School generates an expansive amount of pride in the lives of those we touch on a daily basis. Pride and hard work in what we do, coupled with efficient planning, motivation, and drive for what we want to do, in addition to remaining steadfast to student success as why we do what we do., serves a valiant trademark and sound rationale of the continued success at South Lamar School.

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.

It is the sole purpose of South Lamar School to provide a safe and secure, 21st Century digital environment for all students to learn and experience success on a personal level. To embody such a purpose, South Lamar School has vertically aligned its mission, vision, values, and beliefs to infuse the ideology from our state and district levels of the directional operations geared toward personal student success at South Lamar School. The vertical alignment of our mission, vision, and beliefs is as follows:

Every child a graduate! Every graduate prepared!

Building Relationships

Engage Educate Inspire

It is our belief that in focusing efforts toward the individual student we can provide learning strategies focused toward a prepared graduate. Secondly, it is understood that according to research, the establishment and conveyance of high expectations, coupled with the diligent efforts of stakeholders, lends the greatest opportunity for students graduating prepared; therefore, experiencing personal and individual success. Finally, focusing efforts toward an attitude of all-inclusive teamwork and togetherness, it is agreed upon that truly everybody does achieve more and in turn allows South Lamar School to fully embody the basic summation of its beliefs that every student will experience success on a personal level making a difference one student at a time. In summation, South Lamar School strives to provide programming, instruction, and academic success on an individualized pathway for each student within a safe and secure 21st century digital environment to promote the basic premise that all students can learn, henceforth experiencing personal and individual success for each of them.

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.

Within the past three years, South Lamar School has proudly earned a significant amount of notable achievements, as well as demonstrated improvement in a number of areas. The most recent notable achievement, is our school received recognition for being in the top 50 \$1 million dollar school that was based on 3rd grade reading growth. Our school received \$22,000 to go towards this achievement. We also have continued the pre-k program. We are pleased to offer this service to eighteen 4 year old students in our community and excited to see their enhanced academic growth upon entry into Kindergarten. We are also proud that South Lamar has become a full AMSTI (Alabama Math Science Technology Initiative) in grades K-6 in the areas of mathematics and science. Our teachers attended AMSTI training in math this past summer in order to supplement what we are already doing. Teachers in grades 6-12 in core areas attended A+ training this past summer. South Lamar is considered a pipeline school this year. Next year, we will begin offering AP classes and become a program school. Another area of notable achievement within the past four years for South Lamar School is our band program. Membership in the high school band has increased from 8 to 45 members (including auxiliary teams), and the band has also started marching again at the half-time during football games, as well as traveling to away ballgames. For the past 2 years, the band has participated and received superior ratings in band competitions in the category of 1A bands. Elementary music has also grown in the last four years with grades K-4 having music 30 minutes each week, alongside presenting a number of public performances throughout the school year. South Lamar School has also excelled in sports in the last four years with football, volleyball, basketball, track, bowling, baseball, and softball all participating in postseason play one to three years in each of these sports. South Lamar School has significantly increased technology in the school over the last three years with each teacher receiving an I-Pad, LED projector, document camera, and teacherlaptop, Chromebook carts, Promethean board, within each instructional classroom. The kindergarten through 2nd grade hall has received interactive TVs. The library received 13 I-Pads. The school has added one hundred fifty new CPUs to enhance technology usage for students in grades K-12 within the libraries and computer labs at South Lamar. South Lamar School also has a Business Education unit where students can earn career credentials that will help them obtain employment after high school. In the last four years, South Lamar School has seen a significant increase in the graduation rate, which has increased from over the past few years. Last year we started a National Honor Society for high school students.

As for building upgrades, we completed several small projects this summer. All restrooms were repainted and decorated with motivational sayings. New sinks and countertops were installed in the lunchroom restroom, upstairs elementary restrooms and downstairs elementary restrooms. We are in the process of creating a working website for the school.

Over the past four years the focus of the instructional process has shifted toward the idea founded upon student's taking ownership of their learning, while teachers ensure a heightened level of engagement through the usage of strategic teaching strategies. Furthermore, teachers have gradually made an instructional shift, as equipment has been provided, toward not only incorporation of technology within the instructional process, but also the development and implementation of providing students with a digitally focused 21st century learning environment. An new research based reading program has been purchased that incorporates technology. Finally, through a variety of measures including daily student folders, the School Cast notification system, as well as our school website, South Lamar School has made notable strides in the area of communication to all stakeholders, specifically focused upon heightened parental involvement.

As for areas of improvement, South Lamar School remains committed to our mission, vision, values, and beliefs, which are each based upon the premise that all students can learn. Together we will continue to strive to further enhance technology implementation and the

infrastructure to support said technology. It is our hope to transform every classroom into a 21st Century digital learning environment. Secondly, we will continue to improve upon the strategic teaching strategies to heighten student engagement, henceforth, raising the bar of expectation to ensure increased student learning. We will continue focusing on narrowing the achievement gaps found within our student data, specifically in the areas of reading and mathematics. Furthermore, it is our intention to continue to improve upon data-driven decision making, which is founded in valid data. Continued infrastructure, as well as safety and security upgrades, will remain, at the forefront of our resource expenditures as funds become available. Finally, we are intent on continuing to provide quality professional learning for our teachers, which is data-driven and intentionally focused toward the individual needs of our faculty and staff.

While we are pleased with many notable achievements, we agree that together we will continue moving onward and upward toward greater successes within the realm of individual and corporate learning at South Lamar School. It is the stalwart progressiveness of our stakeholders that will ensure we do not become complacent with our successes, rather than continue striving for greater heights of student achievement at South Lamar School.

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 at South Lamar are most proud of our people. Despite the size of our community and school or the lack of funding, we continue to achieve at a high level. Our students work extremely hard to achieve at a high level even when compared to schools much larger and more affluent. This is a testament to the hard work of the students, their parents, their teachers, and the support of our community at large.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The South Lamar Leadership Team engaged a variety of stakeholders in the development of the institution's improvement plan. Each stakeholder was selected based on subjects and grade levels taught, years experience, and job title. Parents and student representatives were selected at random. All demographics were included within the committee planning process to ensure equitable distribution among all stakeholders, as well as the demographic that each represents. An initial meeting was held with all school stakeholders on Wednesday, September 19, 2018 to provide resources and tools for the areas which they were responsible and the review of the required documentation was discussed. Additional meetings were planned to discuss progress on the School's Improvement Plan, including locally scheduled faculty meetings, CIP planning sessions, and the Annual Title I Parent meeting. Purposefully, meeting times were varied from 3:15 - 6:00 PM to ensure appropriate accommodations for any stakeholders desiring to attend. Finally, parents were informed that in the event they could not attend any of the planning sessions that they were welcome to submit any ideas, planning suggestions, and/or questions to the office for consideration into our improvement plan.

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

School-Wide Planning Team

Jason Williams - Administration

Lisa Wright - Administration

Mary Kathryn Bozeman - HS Counselor

Karen Holsonback - Elementary Counselor

Charli Moore - Kindergarten

Erica Quarles - 1st/2nd Grade

Kristi Ables - 3rd/4th Grade

Jessica Watkins - 5th/6th Grade

Jen Newman - 7th/8th Grade

Cassie Carroll - Language

Lisa Foster - Math

Josh Harper - History

Brooks Moss - Science

Angie Bunch - SPED

Crystal Newman - History

Heather Fields - Parent

Misty Patrick-Parent

Denise Williams-Parent

Sheila Gilpin-Parent

Lynley Butts - Student

Max Wright - Student

Bella Tomlin-Student

Dylan House - student

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

The final improvement plan was communicated to all stakeholders at faculty meetings, Parent Title I meetings, and displayed on the school website. The school's plan is also located in the school's libraries, as well as the school's main office. Each teacher has been emailed a copy for review. Printed copy is made available to any stakeholder upon request.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Students scored above expected levels (national average) on the ACT Aspire in the following areas:

3rd grade - English 74%, reading 39%, math 61%, and science 37%

4th grade - reading 62%, writing 40%, and math 55%

5th grade - English 72% and math 50%

6th grade - math 63%

7th grade - English 75%

10th grade - writing 61%

Students scored above the state standards of 80% on DIBELS Next in the following areas:

Kindergarten - Phoneme Segmentation Fluency

1st Grade - Nonsense Word Fluency

Students scored above state average on ACT in the following areas:

English (19.4)

Mathematics (19.4)

Reading (20.7)

Science (19.9)

Composite Score (19.9)

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

On ACT longitudinal data, a positive trend in performance is shown in all 4 areas. The following areas are notable positive trends in

performance:

English- 2016 to 2017 - 17.6 to 19.4

Mathematics 2016 to 2017 - 17.6 to 19.4

Reading 2016 to 2017 - 18.8 to 20.7

Science 2016 to 2017 - 18.8 to 19.9

On ACT Aspire longitudinal data, a positive trend is shown in the following areas:

Which area(s) indicate the overall highest performance?

Students scored above expected levels (national average) on the ACT Aspire in the following areas:

3rd grade - English 74%, reading 39%, math 61%, and science 37%

4th grade - reading 62%, writing 40%, and math 55%

5th grade - English 72% and math 50%

6th grade - math 63%

7th grade - English 75%

10th grade - writing 61%

Students scored above the state standards of 80% on DIBELS Next in the following areas:

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1st Grade - Nonsense Word Fluency

Students scored above state average on ACT in the following areas:

English (19.4)

Mathematics (19.4)

Reading (20.7)

Science (19.9)

Composite Score (19.9)

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

In the subgroup of economically disadvantage (free/reduced lunch), there tends to be a trend toward increasing performance. Students who are on free and reduce lunch are scoring within 1%-3% of paid lunch students. In some areas, the economically disadvantage are scoring above those students who are on paid lunches.

In the subgroup of race, there seems to be no discrepancies in scoring.

Between which subgroups is the achievement gap closing?

In the subgroup of economically disadvantage (free/reduced lunch), there tends to be a trend toward increasing performance. Students who

are on free and reduce lunch are scoring within 1%-3% of paid lunch students. In some areas, the economically disadvantage are scoring above those students who are on paid lunches

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

All results from ACT Aspire Align with Scantron Global Scholar and 9 weeks report cards.

Areas in Need of Improvement

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

The following areas are below the expected levels of performance (national average) on ACT Aspire:

English in grades 4th, 6th, 8th, and 10th.

Reading in grades 5th, 6th, 7th, 8th, and 10th.

Writing in grades 3rd, 5th, 6th, 7th, and 8th.

Science in grades 4th, 5th, 6th, 7th, 8th, and 10th.

Math in grades 7th, 8th, and 10th.

The following areas are below the expected levels of performance (state average of 80/15/5) on Dibels:

Kindergarten Nonsense word fluency 75% made core.

First Grade Nonsense word fluency 76% made core.

First grade Oral Reading Fluency words read correctly 61% made core.

First grade Words Read Correctly on DORF 61% made core.

Second grade Oral Reading Fluency Words Read 58% made core.

Second Grade Oral Reading Fluency Accuracy 74% made core.

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

On the 2017 ACT Aspire data, we notice a negative trend in math scores when transitioning from elementary school to high school. Students scored national average in grades 3-6. When discussing this with the math teachers, we feel reduced class time has a major affect on the students' learning. Also, the transition from elementary to high school also has an affect. In the area of science, we see the same negative trend. In the majority of the sub areas in all areas tested, females tend to outscore males.

Which area(s) indicate the overall lowest performance?

The following areas on ACT Aspire that indicate the overall lowest performance:

10th grade English 59% scoring in need of support.

5th grade Reading 83% scoring in need of support.

6th grade Reading 69% scoring in need of support.

7th grade Reading 68% scoring in need of support.

8th grade Reading 64% scoring in need of support.

10th grade Reading 75% scoring in need of support.

3rd grade Writing 90% scoring in need of support.

5th grade Writing 83% scoring in need of support.
6th grade Writing 63% scoring in need of support.
7th grade Writing 88% scoring in need of support.
8th grade Writing 76% scoring in need of support.
4th grade Science 61% scoring in need of support.
5th grade Science 73% scoring in need of support.
6th grade Science 71% scoring in need of support.
7th grade Science 80% scoring in need of support.
8th grade Science 79% scoring in need of support.
10th grade Science 88% scoring in need of support.
7th grade Math 65% scoring in need of support.
8th grade Math 66% scoring in need of support.
10th grade Math 93% scoring in need of support.

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

Overall, Females scored higher than males on ACT Aspire. Males scored lower in all subareas except the following:

3rd grade math Number and operations in base 10.
4th grade English Conventions of standard English.
4th grade Reading Key Ideas and Details and Craft and Structure.
4th grade Math all areas but the sub area of Justification and Explanation.
5th grade English all areas.
5th grade Reading Key Ideas and Details and Craft and Structure.
5th grade Math Geometry and Measurement and Data.
6th grade Reading Key Ideas and Details.
6th grade Math Number and Operations Fractions.
7th grade Reading Key Ideas and Craft and Structure.
7th grade Math number and operations fractions, number and operations in base 10, operations and algebraic thinking, and geometry.
8th grade males scored below females in every subarea.
10th grade males scored above females in areas except 7.

Between which subgroups is the achievement gap becoming greater?

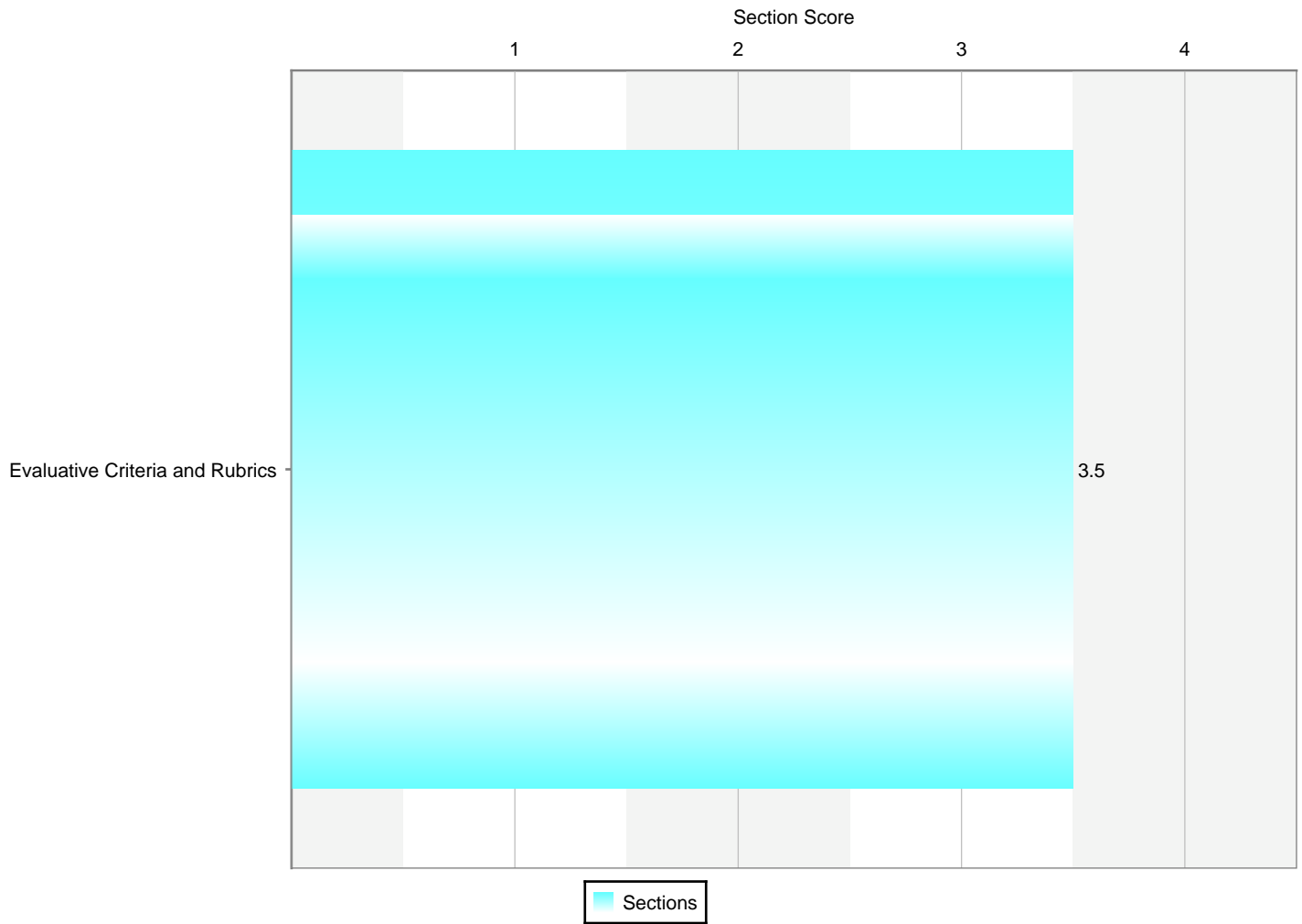
The male and female subgroup is the achievement gap that is becoming greater. We do not have sufficient data to look at ethnicity due to fewer than 9 being tested in most grades.

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

All are consistent with Scantron.

Report Summary

Scores By Section



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	The Instructional Leadership team signatures are attached.	Planning Team

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	Scott Walker Title IX Coordinator Signature attached	Scott Walker

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	Scott Walker Federal Programs Coordinator Lamar County Board of Education	Scott Walker

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	Parents Right to Know	Parents Right to Know

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	School Compact Is Attached	School Compact

ACIP 2018-2019

Overview

Plan Name

ACIP 2018-2019

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	Increase Family Involvement 2018-2019	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1500
2	Response to Intervention 2018-2019	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Kindergarten through first grades will increase composite scores and second grade will increase accuracy on DIBELS Next 2018-2019	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	ELL Proficiency Goal 2018-2019	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Math goal for Kindergarten through 8th grade 2018-2019	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$22000
6	Science Goal for 5th and 7th grades 2018-2019	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$20000
7	ACT 11th grade 2018-2019	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$4000
8	Reading for grades 3-8 2018-2019	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$20000

Goal 1: Increase Family Involvement 2018-2019

Measurable Objective 1:

collaborate to increase parental involvement in the programs and activities of South Lamar School by 05/24/2019 as measured by 25% of our parents attending at least one of our parental involvement activities held throughout the year..

Strategy 1:

Parental Involvement Activities - Through collaborative efforts of the regular day program a number of parental involvement activities will be offered. It is believed that through the number of offerings, parents will benefit from attending the programs offered, and in turn, their students will benefit as well. Furthermore, it is believed that in choosing topics as found on our most recent needs survey for parents, that parents will be more inclined to attend. Research is clear that students who have parents involved in his/her learning are afforded multiple direct benefits in academic achievement.

Category: Implement Community Based Support and Intervention System

Research Cited: Parental Involvement and Students' Academic Achievement: A Meta-Analysis.

Michael Chen & Xitao Fan (1999)

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple activities will be offered throughout the course of the school year which affords parents the opportunity to be involved in their child's learning at South Lamar School.	Parent Involvement	08/20/2018	05/24/2019	\$1500	Other	Teachers, staff, administration, counselors

Goal 2: Response to Intervention 2018-2019

Measurable Objective 1:

collaborate to students deemed "at risk" for intervention purposes by 05/24/2019 as measured by Global Scholar Data.

Strategy 1:

Identify "At Risk" Students - Teacher will use longitudinal and classroom data to identify "at risk" students for intervention purposes

Action Steps:

- (1) Teachers will hold data meetings every nine weeks to look at student performance data to identify "at risk" students
- (2) Teachers will provide intervention to students deemed "at-risk"
- (3) Teachers will reevaluate on a regular basis the progress of at-risk students to determine if further intervention is needed

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

Research Cited: Research Cited: Burns, Matthew K. (2010) Response-to-Intervention Research: Is the Sum of the Parts as Great as the Whole?

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students deemed "at risk" will receive intervention from classroom or subject teachers.	Academic Support Program	08/20/2018	05/24/2019	\$0	No Funding Required	Administration and Faculty

Goal 3: Kindergarten through first grades will increase composite scores and second grade will increase accuracy on DIBELS Next 2018-2019

Measurable Objective 1:

increase student growth by 3% on composite scores for Kindergarten through first grade students and 3% on accuracy for second grade students by 05/24/2019 as measured by DIBELS Next.

Strategy 1:

ARI Coaching - Teachers will take part in a coaching cycle with the reading coach weekly during library time. Best practices will be implemented in the classrooms that have been discussed and planned prior to teaching. The reading coach, administration, and teachers will use data to drive planning and instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: "The states' Reading First program over a six-year period offers a large-scale, in-depth view of the degree to which the role of coach is valued. Most descriptions of the school-based coach specify that the person in the role is considered as an expert, resource-rich provider, respected by teachers and school administrators for efforts to assist in developing and refining the delivery of reading instruction. Through an examination of external evaluation reports, a review of selected relevant research studies, and a series of interviews with school-based Reading First coaches, insights are gained into the qualifications, roles, challenges, and perceived effectiveness of the coach. All of the findings presented support the notion that coaching matters. A positive and significant relationship between coached teachers and student achievement gains appear promising in initial research studies." <http://www2.ed.gov/programs/readingfirst/support/effectivenessfinal.pdf>

Activity - Coaching for Reading Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and implement best practices weekly with the reading coach.	Academic Support Program	08/20/2018	05/17/2019	\$0	No Funding Required	Reading Coach, Faculty, administration

Goal 4: ELL Proficiency Goal 2018-2019

Measurable Objective 1:

demonstrate a proficiency in English Language Arts by 05/24/2019 as measured by WIDA Standards.

Strategy 1:

WIDA Standards - Teachers will implement WIDA standards and best practices for ELL students

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards Framework

Activity - ELL Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELLs will receive direct instruction according to WIDA standards	Academic Support Program	08/20/2018	05/24/2019	\$0	No Funding Required	All staff

Goal 5: Math goal for Kindergarten through 8th grade 2018-2019**Measurable Objective 1:**

45% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth from August to May using the target gains report in Mathematics by 05/24/2019 as measured by Scantron.

Strategy 1:

AMSTI - Teachers have been trained using AMSTI Math. Students in grades kindergarten through 3rd grade will be taught using the AMSTI concept. Teachers will also have continuous training using this concept.

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

Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMSTI strategies will be used daily for math instruction. Technology and hands on manipulatives will be used.	Direct Instruction	08/24/2018	05/24/2019	\$20000	Title I Schoolwide	Administrators, Teachers, AMSTI staff

Strategy 2:

Ongoing Assessments - Students will use a computer based program for intervention. Chromebooks will be used to implement the program.

Category: Develop/Implement Learning Supports

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use IXL to remediate or enhance math curriculum.	Academic Support Program	08/17/2018	05/17/2019	\$2000	Title I Schoolwide	Teachers, Administrator s, Aides
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Strategy 3:

Direct Instruction - Math teachers will use direct instruction, and also assign a variety of open-ended questions which will require students to justify and explain their reasoning as they solve problems.

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

Activity - Direct Instruction and Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student progress by checking student work in class. Open-ended questions will be included on classroom summative assessments.	Direct Instruction	08/06/2018	05/24/2019	\$0	No Funding Required	Math Teachers, administration

Goal 6: Science Goal for 5th and 7th grades 2018-2019**Measurable Objective 1:**

45% of Fifth and Seventh grade students will increase student growth from August to May using target gains reports in Science by 05/24/2019 as measured by Scantron.

Strategy 1:

AMSTI Science - Teachers have been trained in AMSTI Science. They will use research based strategies to teach students the standards for 5th and 7th grades.

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

Activity - AMSTI Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use AMSTI based instruction to dig deep into the science standards. Teachers will facilitate learning as AMSTI kits and technology are being used.	Direct Instruction	08/10/2018	05/24/2019	\$20000	Title I Schoolwide	Science teachers, administration , AMSTI staff

Goal 7: ACT 11th grade 2018-2019**Measurable Objective 1:**

achieve college and career readiness on at least one section: math, reading, english, science. by 05/24/2019 as measured by ACT.

Strategy 1:

ACT Bootcamp - Students will receive direct instruction on how to take the ACT and strategies to be used. Students will participate in a 2 day training.

Category: Develop/Implement College and Career Ready Standards

Activity - ACT Bootcamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Catalyst's ACT Bootcamp is the only ACT prep class designed by instructors who have earned multiple perfect scores (36) on the actual ACT. Catalyst is uniquely poised to help students succeed because we take the real ACT every time the test is offered to make sure our strategies are truly effective. Selected topics include how to: Highlight key information in seemingly confusing ACT science passages Crack the 10 types of English questions guaranteed to be on the ACT Shortcut the trickiest ACT math questions that stump more than 90% of test-takers Speed-read the long, dense ACT reading passages so test-takers don't run out of time	Academic Support Program	08/10/2018	05/24/2019	\$4000	Title I Schoolwide	Counselor

Goal 8: Reading for grades 3-8 2018-2019**Measurable Objective 1:**

increase student growth on reading by 45% of students reaching their target gain by 05/24/2019 as measured by Scantron.

Strategy 1:

Best Practices - Reading comprehension practices that ensure success for struggling readers must include auditory processing (making sense of spoken words) activities so students can connect printed words and meaningful spoken words. Virtually all students who struggle with reading have subtle problems with auditory processing, the leading cause of comprehension difficulties in secondary students. South Lamar core teachers for grades 6-10 were training in A+ E3 training. Teachers will work to implement these strategies.

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

Activity - Open Court/Wonders/ARI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Open Court/Wonders/ARI to implement best practices in reading. These reading series provide ample technology practice.	Direct Instruction	08/20/2018	05/24/2019	\$20000	Title I Schoolwide	Teacher, administration, Reading Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching for Reading Teachers	Teachers will plan and implement best practices weekly with the reading coach.	Academic Support Program	08/20/2018	05/17/2019	\$0	Reading Coach, Faculty, administration
ELL Instruction	ELLs will receive direct instruction according to WIDA standards	Academic Support Program	08/20/2018	05/24/2019	\$0	All staff
Direct Instruction and Assessments	Teachers will monitor student progress by checking student work in class. Open-ended questions will be included on classroom summative assessments.	Direct Instruction	08/06/2018	05/24/2019	\$0	Math Teachers, administration
RTI	Students deemed "at risk" will receive intervention from classroom or subject teachers.	Academic Support Program	08/20/2018	05/24/2019	\$0	Administration and Faculty
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Open Court/Wonders/ARI	Teachers will use Open Court/Wonders/ARI to implement best practices in reading. These reading series provide ample technology practice.	Direct Instruction	08/20/2018	05/24/2019	\$20000	Teacher, administration, Reading Coach

ACIP

South Lamar School

ACT Bootcamp	Catalyst's ACT Bootcamp is the only ACT prep class designed by instructors who have earned multiple perfect scores (36) on the actual ACT. Catalyst is uniquely poised to help students succeed because we take the real ACT every time the test is offered to make sure our strategies are truly effective. Selected topics include how to: Highlight key information in seemingly confusing ACT science passages Crack the 10 types of English questions guaranteed to be on the ACT Shortcut the trickiest ACT math questions that stump more than 90% of test-takers Speed-read the long, dense ACT reading passages so test-takers don't run out of time	Academic Support Program	08/10/2018	05/24/2019	\$4000	Counselor
IXL	Teachers will use IXL to remediate or enhance math curriculum.	Academic Support Program	08/17/2018	05/17/2019	\$2000	Teachers, Administrators, Aides
AMSTI	AMSTI strategies will be used daily for math instruction. Technology and hands on manipulatives will be used.	Direct Instruction	08/24/2018	05/24/2019	\$20000	Administrators, Teachers, AMSTI staff
AMSTI Science	Students will use AMSTI based instruction to dig deep into the science standards. Teachers will facilitate learning as AMSTI kits and technology are being used.	Direct Instruction	08/10/2018	05/24/2019	\$20000	Science teachers, administration, AMSTI staff
Total					\$66000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Involvement Activities	Multiple activities will be offered throughout the course of the school year which affords parents the opportunity to be involved in their child's learning at South Lamar School.	Parent Involvement	08/20/2018	05/24/2019	\$1500	Teachers, staff, administration, counselors
Total					\$1500	

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	N/A	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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?

Ninety - eight percent of students responded fun when asked what they thought of their teacher.

Seventy - five percent of students feel their interaction with adults at school are respectful.

Ninety- five percent of teachers feel their colleagues are caring.

Eighty-six percent of teachers feel the students in their classrooms are working together.

Seventy-two percent of parents feel the interaction with teachers is respectful.

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

The trend on all surveys shows student engagement is increasing in the classroom.

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

N/A

Areas in Need of Improvement

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

Ten percent of students feel the spaces they spend most of their time are neglected.

Fourteen percent of teachers feel they are pressured with trying to complete their responsibilities at work.

Sixty-two percent of teachers state there is never enough time.

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

N/A

What are the implications for these stakeholder perceptions?

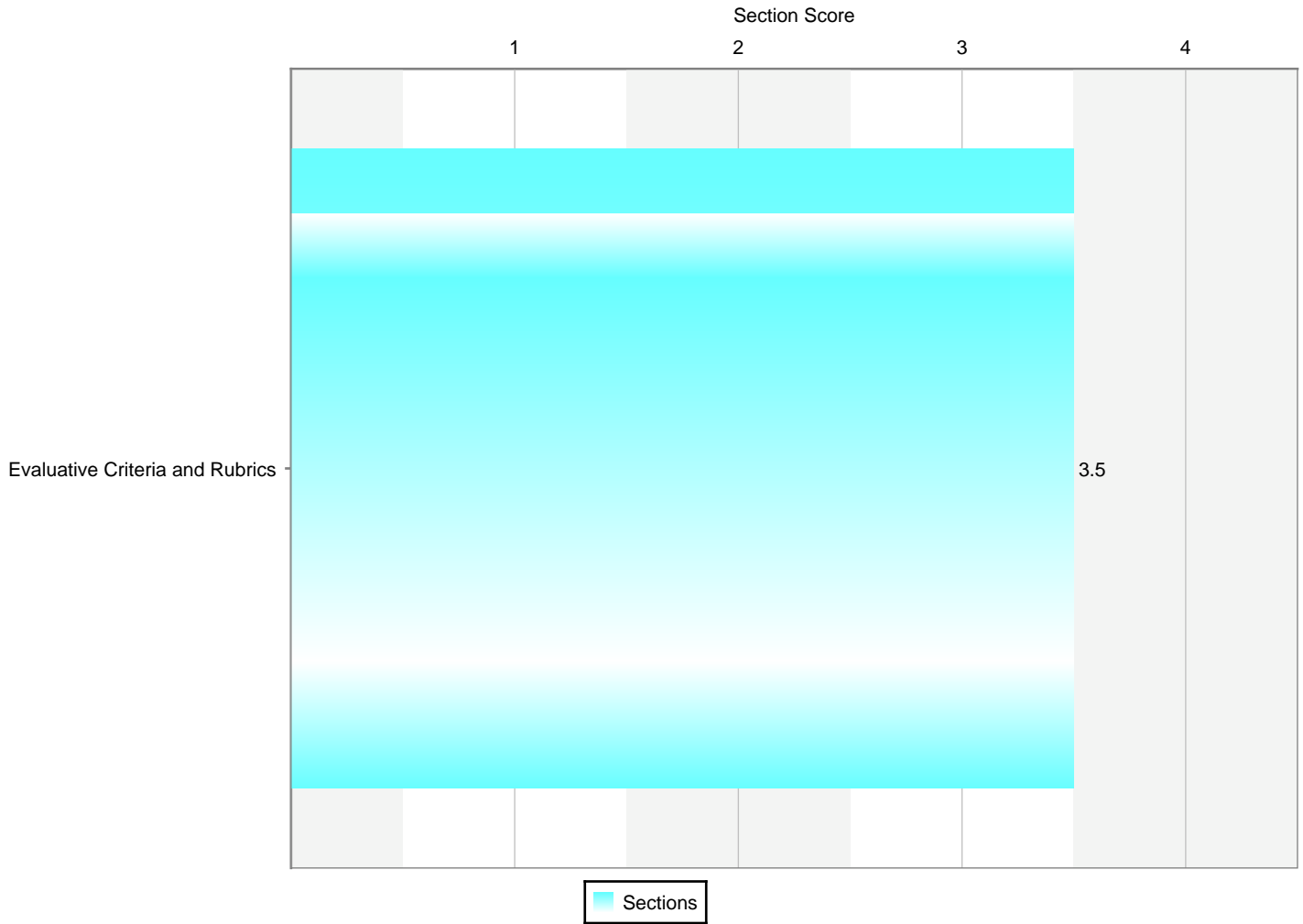
For the most part, there is never enough time in the day to complete classes or responsibilities.

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

N/A

Report Summary

Scores By Section



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?

South Lamar's teachers are continuously involved in the decisions regarding the use of local, district, and state academic assessments. Teachers met every nine weeks throughout the 2017-2018 school year to analyze data and assess student needs. Every nine weeks, teachers held data meetings to identify academically weak students and determine the students most in need of intervention. At the beginning of the 2018-2019 academic year, state assessment data from the DIBELS, ACT Work Keys, ACT and Scantron were disaggregated by grade and subject level groups to identify strengths and weaknesses. Grade and subject level groups also identified goals for the 2018-2019 academic year based on needs identified by the assessment data. The plan will be reviewed by the Lamar County Board of Education for final approval.

What were the results of the comprehensive needs assessment?

The following areas are below the expected levels of performance (national average) on ACT Aspire:

English in grades 4th, 6th, 8th, and 10th.

Reading in grades 5th, 6th, 7th, 8th, and 10th.

Writing in grades 3rd, 5th, 6th, 7th, and 8th.

Science in grades 4th, 5th, 6th, 7th, 8th, and 10th.

Math in grades 7th, 8th, and 10th.

The following areas are below the expected levels of performance (state average of 80/15/5) on Dibels:

Kindergarten Nonsense word fluency 75% made core.

First Grade Nonsense word fluency 76% made core.

First grade Oral Reading Fluency words read correctly 61% made core.

First grade Words Read Correctly on DORF 61% made core.

Second grade Oral Reading Fluency Words Read 58% made core.

Second Grade Oral Reading Fluency Accuracy 74% made core.

What conclusions were drawn from the results?

The following areas are below the expected levels of performance (national average) on ACT Aspire:

English in grades 4th, 6th, 8th, and 10th.

Reading in grades 5th, 6th, 7th, 8th, and 10th.

Writing in grades 3rd, 5th, 6th, 7th, and 8th.

Science in grades 4th, 5th, 6th, 7th, 8th, and 10th.

Math in grades 7th, 8th, and 10th.

The following areas are below the expected levels of performance (state average of 80/15/5) on Dibels:

SY 2018-2019

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Kindergarten Nonsense word fluency 75% made core.

First Grade Nonsense word fluency 76% made core.

First grade Oral Reading Fluency words read correctly 61% made core.

First grade Words Read Correctly on DORF 61% made core.

Second grade Oral Reading Fluency Words Read 58% made core.

Second Grade Oral Reading Fluency Accuracy 74% made core.

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

At South Lamar, our goals are designed to ensure that all students are prepared for college or the career workforce upon graduation. To accomplish this mission, we need to focus on the following areas.

1. We need to create an emphasis on reading literacy across the curriculum
2. We need to emphasize an improvement in math and science scores
3. We need to analyze student achievement data to determine the focus in our classrooms
4. We need to implement strategic teaching strategies to help adjust instruction as necessary
5. We need to improve student attendance through the use of the Lamar County Board of Education Tardy Policy.
6. We need to provide increased access to technology to support student learning.

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

Our school goals are directly related to the results of our needs assessment. The state assessment data was analyzed by the faculty of South Lamar School, as well as other informational reports such as student attendance and discipline. As a faculty, we used this data to determine which academic and cultural areas required the greatest attention to fully meet our school's needs, henceforth striving for all students to graduate prepared for college and career readiness.

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

All academic goals of South Lamar are data driven. Multiple sources of data were analyzed by the faculty of South Lamar School, as well as other informational reports such as student attendance and discipline. As a faculty, we used this data to determine which academic and cultural areas required the greatest attention to fully meet our school's needs, henceforth striving for all students to graduate prepared in college and career readiness.

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

Each of the goals set by our teachers addresses the needs of all students. At South Lamar, we want all students to improve both their math and reading literacy skills to help them become College and Career ready. Our academic goals are designed to identify those deemed most at risk and provide intervention to allow those students to succeed.

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:

Response to Intervention 2018-2019

Measurable Objective 1:

collaborate to students deemed "at risk" for intervention purposes by 05/24/2019 as measured by Global Scholar Data.

Strategy1:

Identify "At Risk" Students - Teacher will use longitudinal and classroom data to identify "at risk" students for intervention purposes

Action Steps:

- (1) Teachers will hold data meetings every nine weeks to look at student performance data to identify "at risk" students
- (2) Teachers will provide intervention to students deemed "at-risk"
- (3) Teachers will reevaluate on a regular basis the progress of at-risk students to determine if further intervention is needed

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

Research Cited: Research Cited: Burns, Matthew K. (2010) Response-to-Intervention Research: Is the Sum of the Parts as Great as the Whole?

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students deemed "at risk" will receive intervention from classroom or subject teachers.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Administration and Faculty

Goal 2:

Increase Family Involvement 2018-2019

Measurable Objective 1:

collaborate to increase parental involvement in the programs and activities of South Lamar School by 05/24/2019 as measured by 25% of our parents attending at least one of our parental involvement activities held throughout the year..

Strategy1:

Parental Involvement Activities - Through collaborative efforts of the regular day program a number of parental involvement activities will be

offered. It is believed that through the number of offerings, parents will benefit from attending the programs offered, and in turn, their students will benefit as well. Furthermore, it is believed that in choosing topics as found on our most recent needs survey for parents, that parents will be more inclined to attend. Research is clear that students who have parents involved in his/her learning are afforded multiple direct benefits in academic achievement.

Category: Implement Community Based Support and Intervention System

Research Cited: Parental Involvement and Students' Academic Achievement: A Meta-Analysis.

Michael Chen & Xitao Fan (1999)

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple activities will be offered throughout the course of the school year which affords parents the opportunity to be involved in their child's learning at South Lamar School.	Parent Involvement	08/20/2018	05/24/2019	\$1500 - Other	Teachers, staff, administration, counselors

Goal 3:

Kindergarten through first grades will increase composite scores and second grade will increase accuracy on DIBELS Next 2018-2019

Measurable Objective 1:

increase student growth by 3% on composite scores for Kindergarten through first grade students and 3% on accuracy for second grade students by 05/24/2019 as measured by DIBELS Next.

Strategy1:

ARI Coaching - Teachers will take part in a coaching cycle with the reading coach weekly during library time. Best practices will be implemented in the classrooms that have been discussed and planned prior to teaching. The reading coach, administration, and teachers will use data to drive planning and instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: "The states' Reading First program over a six-year period offers a large-scale, in-depth view of the degree to which the role of coach is valued. Most descriptions of the school-based coach specify that the person in the role is considered as an expert, resource-rich provider, respected by teachers and school administrators for efforts to assist in developing and refining the delivery of reading instruction. Through an examination of external evaluation reports, a review of selected relevant research studies, and a series of interviews with school-based Reading First coaches, insights are gained into the qualifications, roles, challenges, and perceived effectiveness of the coach. All of the findings presented support the notion that coaching matters. A positive and significant relationship between coached teachers and student achievement gains appear promising in initial research studies."

<http://www2.ed.gov/programs/readingfirst/support/effectivenessfinal.pdf>

Activity - Coaching for Reading Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement best practices weekly with the reading coach.	Academic Support Program	08/20/2018	05/17/2019	\$0 - No Funding Required	Reading Coach, Faculty, administration

Goal 4:

ELL Proficiency Goal 2018-2019

Measurable Objective 1:

demonstrate a proficiency in English Language Arts by 05/24/2019 as measured by WIDA Standards.

Strategy1:

WIDA Standards - Teachers will implement WIDA standards and best practices for ELL students

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards Framework

Activity - ELL Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELLs will receive direct instruction according to WIDA standards	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	All staff

Goal 5:

Math goal for Kindergarten through 8th grade 2018-2019

Measurable Objective 1:

45% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth from August to May using the target gains report in Mathematics by 05/24/2019 as measured by Scantron.

Strategy1:

Ongoing Assessments - Students will use a computer based program for intervention. Chromebooks will be used to implement the program.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use IXL to remediate or enhance math curriculum.	Academic Support Program	08/17/2018	05/17/2019	\$2000 - Title I Schoolwide	Teachers, Administrators, Aides

Strategy2:

Direct Instruction - Math teachers will use direct instruction, and also assign a variety of open-ended questions which will require students to justify and explain their reasoning as they solve problems.

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

Research Cited:

Activity - Direct Instruction and Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress by checking student work in class. Open-ended questions will be included on classroom summative assessments.	Direct Instruction	08/06/2018	05/24/2019	\$0 - No Funding Required	Math Teachers, administration

Strategy3:

AMSTI - Teachers have been trained using AMSTI Math. Students in grades kindergarten through 3rd grade will be taught using the AMSTI concept. Teachers will also have continuous training using this concept.

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

Research Cited:

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI strategies will be used daily for math instruction. Technology and hands on manipulatives will be used.	Direct Instruction	08/24/2018	05/24/2019	\$20000 - Title I Schoolwide	Administrators, Teachers, AMSTI staff

Goal 6:

Science Goal for 5th and 7th grades 2018-2019

Measurable Objective 1:

45% of Fifth and Seventh grade students will increase student growth from August to May using target gains reports in Science by 05/24/2019 as measured by Scantron.

Strategy1:

AMSTI Science - Teachers have been trained in AMSTI Science. They will use research based strategies to teach students the standards for 5th and 7th grades.

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

Research Cited:

Activity - AMSTI Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use AMSTI based instruction to dig deep into the science standards. Teachers will facilitate learning as AMSTI kits and technology are being used.	Direct Instruction	08/10/2018	05/24/2019	\$20000 - Title I Schoolwide	Science teachers, administration, AMSTI staff

Goal 7:

ACT 11th grade 2018-2019

Measurable Objective 1:

achieve college and career readiness on at least one section: math, reading, english, science. by 05/24/2019 as measured by ACT.

Strategy1:

ACT Bootcamp - Students will receive direct instruction on how to take the ACT and strategies to be used. Students will participate in a 2 day training.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - ACT Bootcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Catalyst's ACT Bootcamp is the only ACT prep class designed by instructors who have earned multiple perfect scores (36) on the actual ACT. Catalyst is uniquely poised to help students succeed because we take the real ACT every time the test is offered to make sure our strategies are truly effective. Selected topics include how to: Highlight key information in seemingly confusing ACT science passages Crack the 10 types of English questions guaranteed to be on the ACT Shortcut the trickiest ACT math questions that stump more than 90% of test-takers Speed-read the long, dense ACT reading passages so test-takers don't run out of time	Academic Support Program	08/10/2018	05/24/2019	\$4000 - Title I Schoolwide	Counselor

Goal 8:

Reading for grades 3-8 2018-2019

Measurable Objective 1:

increase student growth on reading by 45% of students reaching their target gain by 05/24/2019 as measured by Scantron.

Strategy1:

Best Practices - Reading comprehension practices that ensure success for struggling readers must include auditory processing (making sense of spoken words) activities so students can connect printed words and meaningful spoken words. Virtually all students who struggle with reading have subtle problems with auditory processing, the leading cause of comprehension difficulties in secondary students. South Lamar core teachers for grades 6-10 were training in A+ E3 training. Teachers will work to implement these strategies.

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

Research Cited:

ACIP

South Lamar School

Activity - Open Court/Wonders/ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Open Court/Wonders/ARI to implement best practices in reading. These reading series provide ample technology practice.	Direct Instruction	08/20/2018	05/24/2019	\$20000 - Title I Schoolwide	Teacher, administration, Reading Coach

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:

Increase Family Involvement 2018-2019

Measurable Objective 1:

collaborate to increase parental involvement in the programs and activities of South Lamar School by 05/24/2019 as measured by 25% of our parents attending at least one of our parental involvement activities held throughout the year..

Strategy1:

Parental Involvement Activities - Through collaborative efforts of the regular day program a number of parental involvement activities will be offered. It is believed that through the number of offerings, parents will benefit from attending the programs offered, and in turn, their students will benefit as well. Furthermore, it is believed that in choosing topics as found on our most recent needs survey for parents, that parents will be more inclined to attend. Research is clear that students who have parents involved in his/her learning are afforded multiple direct benefits in academic achievement.

Category: Implement Community Based Support and Intervention System

Research Cited: Parental Involvement and Students' Academic Achievement: A Meta-Analysis.

Michael Chen & Xitao Fan (1999)

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple activities will be offered throughout the course of the school year which affords parents the opportunity to be involved in their child's learning at South Lamar School.	Parent Involvement	08/20/2018	05/24/2019	\$1500 - Other	Teachers, staff, administration, counselors

Goal 2:

Response to Intervention 2018-2019

Measurable Objective 1:

collaborate to students deemed "at risk" for intervention purposes by 05/24/2019 as measured by Global Scholar Data.

Strategy1:

Identify "At Risk" Students - Teacher will use longitudinal and classroom data to identify "at risk" students for intervention purposes

Action Steps:

- (1) Teachers will hold data meetings every nine weeks to look at student performance data to identify "at risk" students
- (2) Teachers will provide intervention to students deemed "at-risk"
- (3) Teachers will reevaluate on a regular basis the progress of at-risk students to determine if further intervention is needed

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

Research Cited: Research Cited: Burns, Matthew K. (2010) Response-to-Intervention Research: Is the Sum of the Parts as Great as the Whole?

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students deemed "at risk" will receive intervention from classroom or subject teachers.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Administration and Faculty

Goal 3:

Kindergarten through first grades will increase composite scores and second grade will increase accuracy on DIBELS Next 2018-2019

Measurable Objective 1:

increase student growth by 3% on composite scores for Kindergarten through first grade students and 3% on accuracy for second grade students by 05/24/2019 as measured by DIBELS Next.

Strategy1:

ARI Coaching - Teachers will take part in a coaching cycle with the reading coach weekly during library time. Best practices will be implemented in the classrooms that have been discussed and planned prior to teaching. The reading coach, administration, and teachers will use data to drive planning and instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: "The states' Reading First program over a six-year period offers a large-scale, in-depth view of the degree to which the role of coach is valued. Most descriptions of the school-based coach specify that the person in the role is considered as an expert, resource-rich provider, respected by teachers and school administrators for efforts to assist in developing and refining the delivery of reading instruction. Through an examination of external evaluation reports, a review of selected relevant research studies, and a series of interviews with school-based Reading First coaches, insights are gained into the qualifications, roles, challenges, and perceived effectiveness of the coach. All of the findings presented support the notion that coaching matters. A positive and significant relationship between coached teachers and student achievement gains appear promising in initial research studies."

<http://www2.ed.gov/programs/readingfirst/support/effectivenessfinal.pdf>

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Activity - Coaching for Reading Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement best practices weekly with the reading coach.	Academic Support Program	08/20/2018	05/17/2019	\$0 - No Funding Required	Reading Coach, Faculty, administration

Goal 4:

ELL Proficiency Goal 2018-2019

Measurable Objective 1:

demonstrate a proficiency in English Language Arts by 05/24/2019 as measured by WIDA Standards.

Strategy1:

WIDA Standards - Teachers will implement WIDA standards and best practices for ELL students

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards Framework

Activity - ELL Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELLs will receive direct instruction according to WIDA standards	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	All staff

Goal 5:

Math goal for Kindergarten through 8th grade 2018-2019

Measurable Objective 1:

45% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth from August to May using the target gains report in Mathematics by 05/24/2019 as measured by Scantron.

Strategy1:

Ongoing Assessments - Students will use a computer based program for intervention. Chromebooks will be used to implement the program.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use IXL to remediate or enhance math curriculum.	Academic Support Program	08/17/2018	05/17/2019	\$2000 - Title I Schoolwide	Teachers, Administrators, Aides

Strategy2:

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AMSTI - Teachers have been trained using AMSTI Math. Students in grades kindergarten through 3rd grade will be taught using the AMSTI concept. Teachers will also have continuous training using this concept.

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

Research Cited:

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI strategies will be used daily for math instruction. Technology and hands on manipulatives will be used.	Direct Instruction	08/24/2018	05/24/2019	\$20000 - Title I Schoolwide	Administrators, Teachers, AMSTI staff

Strategy3:

Direct Instruction - Math teachers will use direct instruction, and also assign a variety of open-ended questions which will require students to justify and explain their reasoning as they solve problems.

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

Research Cited:

Activity - Direct Instruction and Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress by checking student work in class. Open-ended questions will be included on classroom summative assessments.	Direct Instruction	08/06/2018	05/24/2019	\$0 - No Funding Required	Math Teachers, administration

Goal 6:

Science Goal for 5th and 7th grades 2018-2019

Measurable Objective 1:

45% of Fifth and Seventh grade students will increase student growth from August to May using target gains reports in Science by 05/24/2019 as measured by Scantron.

Strategy1:

AMSTI Science - Teachers have been trained in AMSTI Science. They will use research based strategies to teach students the standards for 5th and 7th grades.

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

Research Cited:

Activity - AMSTI Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use AMSTI based instruction to dig deep into the science standards. Teachers will facilitate learning as AMSTI kits and technology are being used.	Direct Instruction	08/10/2018	05/24/2019	\$20000 - Title I Schoolwide	Science teachers, administration, AMSTI staff

Goal 7:

ACT 11th grade 2018-2019

Measurable Objective 1:

achieve college and career readiness on at least one section: math, reading, english, science. by 05/24/2019 as measured by ACT.

Strategy1:

ACT Bootcamp - Students will receive direct instruction on how to take the ACT and strategies to be used. Students will participate in a 2 day training.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - ACT Bootcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Catalyst's ACT Bootcamp is the only ACT prep class designed by instructors who have earned multiple perfect scores (36) on the actual ACT. Catalyst is uniquely poised to help students succeed because we take the real ACT every time the test is offered to make sure our strategies are truly effective. Selected topics include how to: Highlight key information in seemingly confusing ACT science passages Crack the 10 types of English questions guaranteed to be on the ACT Shortcut the trickiest ACT math questions that stump more than 90% of test-takers Speed-read the long, dense ACT reading passages so test-takers don't run out of time	Academic Support Program	08/10/2018	05/24/2019	\$4000 - Title I Schoolwide	Counselor

Goal 8:

Reading for grades 3-8 2018-2019

Measurable Objective 1:

increase student growth on reading by 45% of students reaching their target gain by 05/24/2019 as measured by Scantron.

Strategy1:

Best Practices - Reading comprehension practices that ensure success for struggling readers must include auditory processing (making sense of spoken words) activities so students can connect printed words and meaningful spoken words. Virtually all students who struggle with reading have subtle problems with auditory processing, the leading cause of comprehension difficulties in secondary students. South Lamar core teachers for grades 6-10 were training in A+ E3 training. Teachers will work to implement these strategies.

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

Research Cited:

Activity - Open Court/Wonders/ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Open Court/Wonders/ARI to implement best practices in reading. These reading series provide ample technology practice.	Direct Instruction	08/20/2018	05/24/2019	\$20000 - Title I Schoolwide	Teacher, administration, Reading Coach

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:

Response to Intervention 2018-2019

Measurable Objective 1:

collaborate to students deemed "at risk" for intervention purposes by 05/24/2019 as measured by Global Scholar Data.

Strategy1:

Identify "At Risk" Students - Teacher will use longitudinal and classroom data to identify "at risk" students for intervention purposes

Action Steps:

- (1) Teachers will hold data meetings every nine weeks to look at student performance data to identify "at risk" students
- (2) Teachers will provide intervention to students deemed "at-risk"
- (3) Teachers will reevaluate on a regular basis the progress of at-risk students to determine if further intervention is needed

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

Research Cited: Research Cited: Burns, Matthew K. (2010) Response-to-Intervention Research: Is the Sum of the Parts as Great as the Whole?

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students deemed "at risk" will receive intervention from classroom or subject teachers.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Administration and Faculty

Goal 2:

Increase Family Involvement 2018-2019

Measurable Objective 1:

collaborate to increase parental involvement in the programs and activities of South Lamar School by 05/24/2019 as measured by 25% of our parents attending at least one of our parental involvement activities held throughout the year..

Strategy1:

Parental Involvement Activities - Through collaborative efforts of the regular day program a number of parental involvement activities will be offered. It is believed that through the number of offerings, parents will benefit from attending the programs offered, and in turn, their students will benefit as well. Furthermore, it is believed that in choosing topics as found on our most recent needs survey for parents, that parents will be more inclined to attend. Research is clear that students who have parents involved in his/her learning are afforded multiple direct benefits in academic achievement.

Category: Implement Community Based Support and Intervention System

Research Cited: Parental Involvement and Students' Academic Achievement: A Meta-Analysis.

Michael Chen & Xitao Fan (1999)

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple activities will be offered throughout the course of the school year which affords parents the opportunity to be involved in their child's learning at South Lamar School.	Parent Involvement	08/20/2018	05/24/2019	\$1500 - Other	Teachers, staff, administration, counselors

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

ELL Proficiency Goal 2018-2019

Measurable Objective 1:

demonstrate a proficiency in English Language Arts by 05/24/2019 as measured by WIDA Standards.

Strategy1:

WIDA Standards - Teachers will implement WIDA standards and best practices for ELL students

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Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards Framework

Activity - ELL Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELLs will receive direct instruction according to WIDA standards	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	All staff

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.

Although South Lamar has no ELL students, we can provide testing material in different languages.

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?	No	We have 2 special education teachers who are hired through a catastrophic grant through the State of Alabama. The high school teacher holds certification in elementary education. The elementary teacher is currently enrolled in a special education program through the University of West Alabama. Also, our business education teacher is currently enrolled in a Business Education program through University of North Alabama.	

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

100 percent of the core teachers at South Lamar School are highly qualified to teach the classes for which they are assigned based upon the Alabama State requirements. Non-highly qualified applicants will only be hired in the event that no highly qualified candidate applies per the Lamar County Board of Education policy.

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?

1 new teacher was hired for the 2018-2019.

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

South Lamar is a K-12 consolidated school. The breakdown of education and experience levels is as follows:

K-6 Teaching Experience Levels: K-6 has 14 regular classroom teachers. 1/14 have over 30 years of service, 3/14 have over 20 years of service, 4/14 have over 10 years of service, 4/14 have over 5 years of service, and 2/14 have less than 5 years of service. The K-6 special education teacher has over 30 years of teaching experience. K-6 Education levels: 7/14 have a Master's Degree, and 7/14 have a Bachelor's Degree. 7-12 Key Teaching Personnel Experience Levels: 7-12 has 8 teachers who teach the four core subject areas of math, science, history, and English. 1/8 has more than 20 years experience, 4/8 have more than 10 years experience, 1/8 has more than 5 years experience, and 2/8 have less than 5 years experience. The 7-12 special education teacher has over 10 years teaching experience.

7-12 Key Teaching Personnel Education Levels: 4/8 core subject teachers have a Master's Degree, and 4/8 have a Bachelor's degree.

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).

South Lamar School did not have a high turnover rate. South Lamar retained 94% of its teaching staff for the 2018-2019 school year.

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.

This data gives provides information about individual function and classroom performance, and can be particularly good for helping teachers to identify learning roadblocks or overall curriculum dysfunction. Once we identify where professional development is needed in relation to the data, our professional development coordinator aligns the professional development with what teachers need.

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

Embedded AMSTI training for kindergarten through 5th grade teachers. Coaching cycles for Kindergarten through third grade teachers. Technology professional development for K-12. Book study, CCRS PLU, and ARI Tier II professional development for administrators, A+ E3 training.

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

Goal 1: New Teacher Training

Strategy 1:

New Teacher Training - All new teachers will attend new teacher training to become aware of County and School Policies.

Action Steps:

(1) All new teachers will attend new teacher training provided by the Lamar County Central Office at the beginning of the year. (2) All new teachers will attend faculty orientation at the beginning of the school year to learn practices and policies of South Lamar.

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

PD opportunities will be covered using support staff and subs.

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:

Increase Family Involvement 2018-2019

Measurable Objective 1:

collaborate to increase parental involvement in the programs and activities of South Lamar School by 05/24/2019 as measured by 25% of our parents attending at least one of our parental involvement activities held throughout the year..

Strategy1:

Parental Involvement Activities - Through collaborative efforts of the regular day program a number of parental involvement activities will be offered. It is believed that through the number of offerings, parents will benefit from attending the programs offered, and in turn, their students will benefit as well. Furthermore, it is believed that in choosing topics as found on our most recent needs survey for parents, that parents will be more inclined to attend. Research is clear that students who have parents involved in his/her learning are afforded multiple direct benefits in academic achievement.

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Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple activities will be offered throughout the course of the school year which affords parents the opportunity to be involved in their child's learning at South Lamar School.	Parent Involvement	08/20/2018	05/24/2019	\$1500 - Other	Teachers, staff, administration, counselors

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?**

South Lamar School administers a pre-test for prospective Kindergarten students at a Kindergarten Pre-Registration that is conducted in the spring of each year. This pre-test helps determine functional level of prospective Kindergartners and helps Kindergarten teachers prepare beginning of the year transitional strategies for these students. The high school counselor conducts a 7th grade orientation session for 7th grade students at the beginning of each school year to help transition from elementary to junior high. The high school counselor also conducts a meeting with 8th grade students and their parents in the spring to aid in transition from junior high to senior high, explaining diploma requirements and options, and the creation of their four-year high school plan. The high school counselor also conducts two parent and student meetings for seniors as they make the transition from high school to college. The first of these meetings is held in September to discuss applying to colleges, ACT testing, and applying for scholarships and financial aid. The second meeting is held in October to discuss how to fill out the FAFSA form for Federal Financial Aid. All transfer students meet with administrators for a welcome and personal orientation to rules, guidelines, and policies of the South Lamar School. Furthermore, new students and their families also meet with their respective guidance counselors to discuss any scheduling issues or concerns. The guidance counselor also takes new students and parents on a personal tour of campus to meet their teachers and to do a walkthrough of their daily schedule.

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?

All teachers at South Lamar School play an integral role in assessing data from statewide academic assessments. Teachers receive copies of all assessment scores for their grade level and individual students. Teachers attend data meetings, grade level/departmental meetings, and faculty meetings on a regularly scheduled basis in which test scores for standardized tests such as ACT Work Keys, ACT, Scantron and DIBELS are analyzed to look at students' academic strengths and weaknesses. In the data meetings, the administrative team, led by the principal and the school instructional coach, discuss the testing data, as well as the teachers' observations of students' achievement levels. The instructional coach also teaches instructional strategies that can be used in the classroom. A discussion among teachers also takes place to share instructional strategies they have used in their classroom as well as the effectiveness of these strategies. In departmental and grade level meetings, teachers meet to discuss individual student data, as well as to note trends among all students at South Lamar. Each of these six week data meetings not only discusses academic deficiencies and celebrations but also strategies for continued improvement. Teachers use the information from data meetings and departmental/grade level meetings to make informed decisions on areas of weakness to improve upon as well as students' referrals for academic intervention to the PST Committee.

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?

All teachers at South Lamar have grade level (K-6) or departmental (7-12) meetings in which they discuss student progress and academic assessment. After each nine weeks, the teachers generate a list of at-risk students using the following criteria: failing grades on report card, excessive absences, excessive discipline referrals, and poor standardized assessment scores. Teachers then refer any student academic needs and concerns to the PST committee. The PST committee will then use assessment data, teacher observations, and work samples to determine areas of remediation/intervention students may need. In elementary, intervention is done within the classroom setting. In high school, intervention is done through the RTI period, which lasts thirty minutes per day. At the end of an 8-10 week period, the PST committee determines if students receiving intervention should continue with their current plan, if the current plan needs modification, or if students need to be referred for special education services. The school IEP team will convene to determine if a special education referral should be accepted for evaluation. If accepted, the counselor obtains consent from parents to conduct an initial evaluation. If the evaluation deems a student eligible, the IEP team will then develop an IEP for that student. If an initial referral is rejected by the IEP team, a student is referred back to the PST for additional interventions.

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.

South Lamar School, along with collaborating community services, provides several after school programs to support academically needy students. They include the following: The Upward Bound program is in place for admitted students two days a week after school. These students consist mainly of economically disadvantaged students and/or first generation college bound students.

The After School Program is provided every day after school until 5:30 p.m. to provide tutoring and enrichment activities for grades K-6. Kennedy Baptist Church provides a free after school enrichment/tutoring program called The Sisters and Brother Program for girls in grades 4-6. The church provides free transportation for the program as well.

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.

Services are in place at South Lamar School to address the needs of special populations. Each group has equal access to the same free and appropriate public education provided to other students. Special needs populations will be provided the opportunity to meet the same challenging state content and student performance standards to which all students are being held without stigmatization or isolation. There are no barriers to enrollment at South Lamar School. Special population students will be served in the following manner: (a) school counselors identify migrant students upon enrollment. All new students are given a Migrant Education Survey to be completed by the parent/guardian and returned to school. School personnel will provide directions and assistance in securing all pertinent materials (immunization records, social security cards, etc., if available). Migrant students will have access to all programs and services without regard to residential status. The needs of migrant students will be met through the use of the Problem Solving Team when necessary. The district will report, upon request, the number of migrant students in the district to the Alabama State Department of Education, (b) Limited English proficient (LEP) students will be identified by the school counselor. All new students are given a Home Language Survey to be completed by the parent/guardian upon enrollment. If the Home Language Survey indicates that a language other than English is spoken at home, then students are screened to determine English proficiency. Students deemed limited-English proficient will be provided the opportunity to receive English Language Learner instruction in addition to all other programs and services without regard to residential status. All rules and regulations provided by the Alabama State Department of Education for students identified as LEP in the areas of transportation, immunization, residency, birth certificates, school records, and guardianship will be filled. Placement of the LEP student will be in the best interest of the child. Parents/guardians will be provided the information about the education program and the appeal procedures utilized by the school concerning placement or other procedures that affect the placement of all LEP students. Translators may be used to communicate with parents/guardians and students. The district will report, upon request, the number of LEP students in the district to the Alabama State Department of Education. The LEP student will remain in the ELL program until he/she tests a 4.8 on ACCESS testing. A student who exits the ELL program will be monitored for two years. Any student showing need of assistance after being removed from the program may re enter the program to ensure that language is not a barrier to the student's free and appropriate education. (c) Economically disadvantaged and/or homeless students may be identified through free and reduced lunch forms that parents/guardians receive upon new student enrollment. If the student is deemed eligible, he/she may receive services such as free or reduced lunches. These students are also provided with services such as ACT fee waivers in their Junior and Senior years of high school, as well as college admission application fee waivers when Senior students apply to colleges. These fee waivers are given to economically disadvantaged upon request by the student to the high school guidance counselor. Economically is advantaged/homeless students also are first priority applications for TRIO programs such as Upward Bound and Educational Talent Search serviced through Bevill State Community College. The Upward Bound program is available to students in 9-12 grades upon acceptance of application. Upward Bound offers after school counseling, tutoring services, enrichment programs, college preparatory activities, and field trips to students. Students in Upward Bound receive a monthly monetary payment based upon their hours of participation in the program for the month. Upward Bound students also are eligible to receive summer scholarships to take college classes at Bevill during the summer months and after graduation. The Educational Talent Search program is available to students in 8-12 grades upon acceptance of application. Educational Talent Search provides counseling, tutorial, and college preparatory services through a Bevill State representative who comes 4 times per year to the school. This program also offers field trip reimbursements and free transportation to various school and Bevill State events. (d) Students receiving special education services are provided extra

assistance based on their IEP accommodations (i.e., testing accommodations) on an as needed basis. The 7-12 special education teacher follows a daily schedule in which she rotates among teachers' classrooms to assist special education students in the regular classroom environment. The 7-12 special education teacher also serves her special education students during the RTI period, which lasts 30 minutes each day. The K-6 special education teacher has resource time for K-4 every day for thirty minutes per grade level. K-4 also has inclusion time in the regular classroom setting through services provided by paraprofessional aides. Grades 5-6 special education students are served through inclusion with the special education teacher going in the regular classroom setting for 30 minutes each in reading and math every day. Also, all students in grades 7-8 take a full year Basic Skills class which lasts 50 minutes per day; statewide academic assessment standards in math and reading are covered in these classes. (e). South Lamar identifies neglected and/or delinquent students through such means as faculty observation, teacher conferences, and attendance profiles. If a student is believed to be neglected or abused, teachers notify the local Department of Human Resources, who then check into the issues. Delinquent students, who have excessive absences, are addressed in several ways to encourage school attendance and participation. Any student with an unexcused absence is not allowed to make up missed work. Parents/guardians whose student is absent from school will receive an automated phone call informing them that their child is not at school that day. South Lamar School follows the Lamar County District Excessive Absence Guidelines as well as the state and district guidelines for the Early Warning Truancy Prevention Program as outlined in the Lamar County Schools Student Handbook. A delinquent and/or neglected student may be referred to the PST team for intervention through the RTI program if these factors are a cause of failing grades for that student.

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.

Services are in place at South Lamar School to address the needs of special populations. Each group has equal access to the same free and appropriate public education provided to other students. Special needs populations will be provided the opportunity to meet the same challenging state content and student performance standards to which all students are being held without stigmatization or isolation. There are no barriers to enrollment at South Lamar School. In addition, the Lamar County Board of Education is committed to providing appropriate educational services to individuals, birth to 21, who have disabilities under the guidelines of IDEA (Individuals with Disabilities Education ACT). South Lamar School has in place an At-Risk Prevention Plan to identify and help students who may fall under the above listed categories. Students deemed at risk are provided help through the following ways: individual and group counseling, parent/teacher conferences, referral to other appropriate outside agencies for assistance, and provision of materials and equipment to assist with any student deficiencies. Provisions made for economically disadvantaged students, foster children, single parent homes, pregnant students, and families with displaced homemakers may include the following: Students in the Lamar County School System who are classified as homeless using guidelines set forth by the McKinney Vento Act are exempted from paying classroom fees. If an exemption is not an option due to the nature of the class, money is provided to pay classroom fees. These students are not discriminated against based on their economic difficulties. Other economically disadvantaged students who are not deemed homeless may make installment payments for classroom and other fees if they cannot afford to pay them in one payment. Springhill Baptist Church has a school partnership program with South Lamar School that provides economically disadvantaged school snacks, school supplies, classroom fees, field trip payments, etc. South Lamar School also makes provisions for students with disabilities. Students who choose to participate in any class or activity will not be discriminated against based on a physical and/or emotional disability. Equipment can be provided and/or modified to accommodate these students to the extent that their safety and the safety of other students is not compromised. Students with disabilities are provided with any needed accommodations for state and local testing, including large print and braille materials, audio and computer equipment, and any other aids or devices necessary for successful testing. Students at South Lamar School who choose to participate in any course will not be discriminated

against based on economic status or gender. South Lamar School encourages students who are pursuing non-traditional fields to participate in Career Technical Education courses offered at the Lamar County School of Technology. These courses include welding, automotive mechanics, machine and tool technology, health, and cosmetology. Non-discrimination techniques are demonstrated to students during a recruitment meeting with 8th grade students and parents in which a PowerPoint presentation is made that shows students of both genders participating in all programs, as well as a student visit in 9th grade to the Lamar County School of Technology campus where these students get the opportunity to witness students participating in non-traditional field programs. South Lamar School also has access to a Career Coach who comes to campus two times per month. The Career Coach works with students both through personal consultation and group settings about such topics as four year educational plans, employability skills, job application skills, college and/or career planning and goals. The Career Coach guides students towards identifying specific skills needed for employment and may help them obtain or find further information on these skills, including preparation for a non-traditional field.

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.

At South Lamar School, our federal, state, and local programs and resources are coordinated through schoolwide, goal-oriented, facultybased decisions that are submitted to our central office for approval.

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)?

At South Lamar School, federal (Title I) and state funds, and various school clubs/organizations provide funding for teachers, after school care, tutoring, professional development, and supplemental academic assistance. These funds are coordinated to provide for the supplemental support needed to achieve our school-wide goals. The Lamar County School District coordinates a county-wide Pre-K program and Head Start, National School Lunch Program in all buildings; offering free and reduced meals, and Technical and Vocational Programs for students in grades 9-12. Offered by the district, professional development has been conducted on the issues of bullying and violence prevention. In like manner, at South Lamar School, both the high school and elementary counselors conduct lessons on bullying in order to promote violence prevention in our school.

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

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

Through a multi-tiered approach, South Lamar School evaluates the implementation of its school-wide Title I Program. From students, faculty, and parents reviewing the program yearly, as well as administrative walkthrough observations each nine weeks to ensure fidelity of our school-wide program's implementation, we feel the program is effectively evaluated and carried out to fidelity. Furthermore, data meetings are conducted each nine weeks by administrators to continually review student data ensuring the action steps chosen are truly addressing our goals and objectives, as well as using student data to drive the continuation of, or revisions to, the implementation of the school-wide title program. Finally, the mid-year ACIP review conducted by the Lamar County Board of Education Central Office staff serves as secondary, yet thorough, means from objective evaluators, by which the program's implementation is evaluated for compliance, implementation, and best practices to promote student growth and achievement.

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?

Multiple systems of data are regularly evaluated to ensure a full and complete picture of student achievement at South Lamar School. Data measures include, Global Scholar data, ACT Work Keys, ACT data, DIBELS, as well as a myriad of locally-gathered classroom teacher data accrued daily as a part of the instructional process. Through formative assessment, teachers adjust instruction continually to reflect the in the moment data gathered as well as to ensure each student's needs are met. Data meetings are conducted each nine weeks by administrators to continually review students data ensuring the action steps chosen are truly addressing our goals and objectives of our school wide title program.

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?

Each teacher regularly monitors his/her own student data primarily through usage of the ACT Work Keys/ACT data, locally gathered data, as well as Global Scholar universal screenings that are done 3 times per year for every student grades K-11. From the data gathered, the Global Scholar platform places students in categories of below average, low average, high average, and above average. Those students who fall within the low and below average categories are progress monitored every nine (9) and twelve (18) weeks respectively to ensure those furthest from achieving the standards are progressing effectively. Additionally, those students found "in need of support" receive further intervention and remediation in their core classes, as well as during the RTI period held each day for thirty (30) minutes. Through formative assessment, teachers adjust instruction continually to reflect the most current data gathered, as well as to additionally ensure students' needs are met. Data meetings are conducted each nine weeks by administrators to ensure teachers are discussing effective teaching strategies, workable solutions founded in best practices, and utilizing data to ensure all students are increasing effectively, especially those that are furthest from achieving the college and career ready standards.

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?

The faculty, staff, and administration are continually evaluating the school-wide title plan found within our ACIP to ensure continuous improvement of students at South Lamar School. Through regularly scheduled faculty meetings, ACIP planning sessions, data meetings, grade level meetings (K-6), and content area meetings (7-12) there are a plethora of opportunities for evaluation and/or revision. Furthermore, through the annual surveys that are made available for all stakeholders, the annual Title I parent meeting, as well as the LEA parental involvement team, additional venues are provided for all stakeholders to yield input and evaluative comments to enhance the school-wide plan geared toward ensuring continuous improvement among students at South Lamar School. Finally, at each data meeting, the focus and culture of the meeting revolves around celebrating those things where data measures prove them to be successful, as well as revising those things where data measures prove them to be unsuccessful in meeting individual student needs. It is our goal to create a plan that ensures student successes and evaluate it regularly to ensure continuous improvement of all students.

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.	32.29

Provide the number of classroom teachers.

32.29

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2132095.74

Total

2,132,095.74

Administrator Units

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

Provide the number of administrators.

2

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	154000.0

Total

154,000.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	67000.0

Total

67,000.00

Counselor

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

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	115000.0

Total

115,000.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	53538.0

Total

53,538.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	1.52

Provide the number of Career and Technical Education Administrators.

1.52

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	59737.0

Total

59,737.00

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.	11000.0

Total

11,000.00

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.	11000.0

Total

11,000.00

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.	17309.38

Total

17,309.38

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.	3159.0

Total

3,159.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	101298.34

Provide a brief explanation and breakdown of expenses.

AR \$4000
IXL \$3500
ACT BC \$4000
Library Checkout \$2000
Copies \$4000
Supplies \$16,000

Ron Clark Academy \$6300

*The remainder will be used for interactive boards and Chromecarts.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	6300.0

Provide a brief explanation and a breakdown of expenses.

Teachers in grades kindergarten through 8th grades will attend the Ron Clark Academy.

Title III

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

Provide a brief explanation and a breakdown of expenses.

South Lamar School has no English Langue Learners at this time.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.

NA

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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

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.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

0

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))

The school conducts an annual meeting within the early months of the school year to inform parents of the school's participation in Title I, Part A programs. This meeting will be held at a convenient time to parents in order to encourage optimal attendance. As found in the meeting's agenda, the state-provided powerpoint presentation will be used for the annual meeting to ensure coverage of all necessary topics, including the 1% set-aside. It is the goal of South Lamar School to use the 1% set-aside for parental involvement in areas that ensure direct communication between parents and South Lamar School. This meeting will be advertised through notifications sent home to parents. Also, the information will be provided on the school's website, within the school and local newspaper, school marquee, and broadcast through our local School Cast system. The School Cast system will serve as a viable communication tool to all parents providing phone calls, text messages and email correspondence regarding special events at South Lamar School.

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))

1) There will be a flexible number of parent meetings held throughout the school year, scheduled at convenient times for parents, to include mornings and/or evenings. Notifications will be sent out regarding dates and times to these meetings. 2) Parents of students will be involved in the planning, review, and improvement of the Title I Program through the encouraged attendance of meetings, as well as serving on the school's improvement team, the Title I Policy Advisory Committee, the school support team, and other school advisory groups. The initial broadcast of parental involvement information occurs at our annual open house program entitled, Stallion Round- Up. The parental involvement information is again disseminated to those who attend the Annual Title I Meeting. Parents are also asked to stay involved with the school by promptly reading all notices from the school and responding when necessary. Parents are encouraged to participate in the decisions regarding their child's educational goals and requirements. Upon the request of parents, the school will also provide opportunities for parents to formulate suggestions about the education of their child.

3) Funds allocated for parent involvement are used to buy postage for mailing out notifications of meetings, as well as academic assessment information, and for the purchase of communication planners for students in grades K-10. The school's website will serve as a continual communication hub where parents will find many helpful links, as well as all pertinent information related to South Lamar School. The School Cast system will serve as a valuable communication tool to all parents providing phone calls, text messages and email correspondence regarding special events at South Lamar School.

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))

- 1) Parents are sent a School-Parent-Student Compact at the beginning of the school year which outlines the responsibilities of the school, Strategies to Increase Parental Involvement South Lamar School parent, and student in making improvements in student academic achievement. These compacts are signed by school administration, parents, and students.
- 2) The school also holds an annual Title I meeting within the early months of the school year. Other meetings may be held throughout the year as deemed necessary to improve the Title I Program. These meetings are advertised through notifications sent home and/or mailed by the school, and via the School Cast system
- 3) Parents are encouraged to arrange teacher conferences to discuss their child's academic progress with teachers and/or administration. Times for this conference day are arranged to accommodate parent work schedules.
- 4) Copies of all standardized test scores/results are sent home to parents. The counselor may set up meetings with parents to discuss these scores if necessary.
- 5) The counselor holds bi-annual meetings for seniors and their parents to discuss ACT, college choices, financial aid and scholarship information, as well as how to fill out the FAFSA.
- 6) South Lamar currently has no ELL students, but language translation services could be provided by the foreign language teacher on campus if necessary. Furthermore, Transact is available and will/can be used for translation into a student's native language, if other than English, as needed.

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))

School staff, parents, and students involved in the development of the CIP plan work together through a series of meetings to examine the school's academic and cultural data (test scores, graduation rate, culture surveys, etc.) to determine strengths and weaknesses. The team then works together through suggestions from administrators, teachers, students, and parents on how to improve the weak areas. The school compact is then reviewed each year by the team and any adjustments are made, if necessary.

The School-Parent Compact includes the following responsibilities for all parties:

SCHOOL:

1. Provide all students with high quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the state's student achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent student progress reports every three weeks, and provide access to the Information Now Parent Portal for continuous supervision of their student's academic progress, attendance, and discipline.
4. Provide parents with reasonable access to teachers/administrators/staff.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities (special school/classroom programs, booster club meetings, open house, etc).
6. Provide parents with regular correspondence. Grades K-6 teachers will send home the student's planner/Nicky Folder daily as a communication tool between home and school. Grades 11-12 teaches will send home correspondence as needed.
7. Provide parents with regular correspondence..

PARENT:

1. Monitor child's attendance.
2. Make sure child's schoolwork/homework is completed each day.

Strategies to Increase Parental Involvement South Lamar School

3. Promotes positive use of child's extracurricular time.
4. Serving, to the extent possible, on advisory groups, such as Title I advisory and parental involvement committees, in addition to assisting with special programs (Fall Festival, Spring Fling, etc).
5. Viewing, signing, and discussing student's daily planner/communication log between the school and home for grades K-9.

STUDENT:

1. Do schoolwork/homework every day and ask for assistance when needed.
2. Read at least 30 minutes every day outside of school time.
3. Give parents/guardians all notices and information received by him/her from the school each day.
4. Take full responsibility for academics and behavior to promote success at school.

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

Parents may, upon written or verbal request, meet with school administration and/or the CIP team to discuss any dissatisfaction with the CIP plan. Comments, whether positive or negative, are welcomed at South Lamar School.

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)

The Title I plan at South Lamar School includes effective strategies that will strengthen the quantity and quality of parental involvement. South Lamar School will strive to inform parents of the Title I Program at our school through the annual Title I meeting. At that time, parents will receive the following:

1. An overview of the state academic content standards
2. Title I Academic achievement
3. Parents' rights to be involved in their child's education and assessments
4. Parents' role in helping their child succeed

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)

1. Brochures/booklets to offer parents help regarding parenting issues such as self-esteem, alcohol/drug awareness, study skills, college/career planning, etc.
2. Career portfolios for senior high students to help them plan for college/careers.
3. Senior parent packets will contain information about colleges, financial aid, scholarships, and ACT testing.
4. Students in grades K-6 will have a uniform Positive Behavior Support System in place for parents to view daily through the communication planners/folders.
5. Daily communication planners/folders will be sent home to keep parents informed of their child's behavior and/or academic progress, for Kindergarten through sixth grades. The planner serves as a tool to facilitate communication between home and school in the least confrontational or obtrusive way.
6. Access will be provided through the information I-Now Parent Portal for all parents to view on a regular basis their student's academic progress, as well as behavior and attendance data.
7. Additional help will be provided through the Lamar County School and South Lamar School websites. 8. Should the need arise, Transact is available for translating any/all materials into a student's native language, if other than English.

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)

With the goal of improving students' academic achievement, South Lamar School will build the capacity for effective parental involvement, which supports a partnership between South Lamar School, parents, and the community, by doing the following:

1. Ensure test scores are sent home to parents in a language the parents can understand. Our school employs a foreign language teacher who can assist in translating and verbally communicating with parents of ELL students who might need help in understanding assessment results.
2. Invite parents to schedule a parent-teacher conference. The date chosen should provide the teachers with enough time to obtain useful information about homework consistency and test grades. The meeting will be used to talk with parents about strategies to increase successes in students who are struggling, and to help advance students who are performing at or near grade level. Times for these conferences are arranged to accommodate the parent work schedules.

3. Send home progress reports every three weeks and report cards every nine weeks for all students K-12.
4. Have a meeting in the early fall for high school seniors to provide information about college choices, college admission, and funding.
5. The school website is available for communication via email and also includes teachers' planning periods.
6. Transact is available for translating any/all information into a parent/student's native language, if other than English, to communicate and assist parents, as well as to build ties between all parents and South Lamar School.

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)

South Lamar School and Parents may:

1. Play a significant role in the education of their children. Parental visits are encouraged. Meetings with teachers are conducted during planning times so classes are not disturbed. Parents are also encouraged to have lunch with their children at any time and are invited for lunch periodically throughout the year.
2. The counselor will send out newsletters to seniors and their parents which contain updates on college events and admissions/scholarship deadlines.
3. Any parent of a preschool child may call the system's federal programs office and request screenings for speech services, as well as request an application for the pre-K program for the Lamar County School System.
4. Spanish speaking parents who cannot read/speak English may come to school to have information translated to them in Spanish. Transact is available for translation into a parent's native language, if other than English, to provide additional support for parents to participate in the education of their children. Our foreign language teacher can also assist with translation issues as necessary.
5. High school and elementary school counselors provide every student an opportunity to meet with them on an individual basis when necessary.
6. Parents are invited to eat lunch with their child at various times throughout the year. The elementary counselor will send out invitations to this event.
7. Parents are encouraged to attend school/athletic/musical/theatrical programs and other school events and will be notified of events via the school planners and our school cast system.
8. Parents are encouraged to schedule parent-teacher conferences when necessary for their child's academic and/or behavioral improvement.
9. Parents are encouraged to stay informed through use of the school website, which is updated on a regular basis.
10. Parents are encouraged to read the monthly school newsletter to stay up-to-date and in the communicative circle of South Lamar School.
11. Parents are encouraged to volunteer at school regularly.

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)

South Lamar School will strive to ensure provision of full opportunities for participation of parents with limited English language proficiency, parents with disabilities, and parents of migratory children in a language that parents can understand. Non-English speaking parents may come to the school to have information translated to them in their native language. Translations will be done either through the local language teacher and/or Transact.

At the present time, the Annual Title I newsletters are available in English and Spanish. They may be translated to any other language as needed. School enrollment forms and other school reports may also be made available in a parent's native language if necessary. South Lamar School employs a Spanish teacher who is available to assist in translating to parents with an ELL student.

Upon request, South Lamar School will provide each parent with information regarding the professional qualifications of their child's teacher(s). This information will be provided in a uniform format that will be disseminated from the office of the superintendent. A letter will be ailed out or hand delivered to parents. Title I funds will be used to mail these letters to parents.

A letter will be mailed to the parents of children in the classroom in which a substitute teacher will be assigned for four or more consecutive weeks (20 days). Title I funds will be used to fund the cost of these mailings.

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))

South Lamar School will strive to ensure provision of full opportunities for participation of parents with limited English language proficiency, parents with disabilities, and parents of migratory children in a language that parents can understand. Non-English speaking parents may come to the school to have information relayed to them in their native language. Transact will serve as an additional tool for providing translation services in a language and format that parents can understand. Our campus is handicap accessible to foster the access of any parent, guest, or student who has a disability. At the present time, the Annual Title I newsletters are available in English and Spanish. They may be translated to any other language as needed. School enrollment forms and other school reports may also be made available in a parent's native language if necessary. Besides Transact, South Lamar School also employs a Spanish teacher who is available to assist in translating to parents with an ELL student.