

## Assurances

The Instructional Leadership Team members that must 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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

☞ Indicates LEA Principal Approval based on Assurances listed above.

## Part I NEEDS ASSESSMENT- SUMMARY OF DATA

**Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):**

Principal Isom revised our previous Continuous Improvement Committee. The team is comprised of four teachers from various departments, one parent, one student, and the principal. Plans were made to ensure that the curriculum remained both rigorous and relevant, continuing to follow the Course of Study in each department, while also ensuring that all objectives of the Alabama High School Graduation Exam were being taught, reviewed, and re-taught where necessary, with special emphasis placed on those standards receiving low scores. The team meets frequently to suggest strategies, professional development, and budget requirements for CIP implementation. During the process of writing the plan, it will be shared with all faculty and stakeholders for their input, presented to the School Board for approval, and monitored continuously. It will also be posted on E-GAP Document Library, where it will become a public document.

### Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Mr. Sanford Isom, Principal  
 Mrs. Vikki Looser, Counselor, 9-12  
 Mrs. Donna Henderson, Teacher, 9-12 Grade Math  
 Mrs. Danielle Seymour, Teacher, 9-12 Grade English  
 Mr. Bryant Lumpkin, Teacher, 9-12 Science  
 Mrs. Glenda Brasfield, Parent  
 Ms. Teresa Boyd, Parent  
 Zachary Brasfield, Student  
 Ms. Jennifer Boyd, Teacher, 9-12 Grade Career Tech

## Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

### SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

☞ I have reviewed the [Annual Accountability Results Report](#)

## Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

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

As it was released by the State Department of Education, all assessment data was disaggregated and placed in chart form, which was analyzed by the entire faculty, as well as the Continuous Improvement Team. Attendance and tardy reports, Student Incidence Reports (SIR), Parents' Resource Institute for Drug Education (PRIDE) surveys, Educate Alabama data, and Career Technical data were also analyzed for strengths and weaknesses. Each piece of data was evaluated, discussed, and ranked in order of importance, as it applied to student success and achievement. Areas for focus that appeared most in need of attention were as follows: increase graduation rate while decreasing dropouts. In order to make school a place where students want to be, school culture was also addressed. These three areas became our target predominant focal areas for our Continuous Improvement Plan.

### Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

District representatives attend recruitment fairs at universities and positions are posted on the Lanett City Schools and Teach in Alabama websites in an effort to attract HQ teacher applicants. Teachers that are hired with alternate certificates are required to complete an HQ plan in a one-on-one meeting with the Federal Programs Director to address the immediate steps required to become HQ. The Curriculum Director conducts periodic HQ checks to certify compliance on the teacher's part. Teachers that are not HQ are placed in content areas based on college/university coursework as indicated by official transcripts.

### Number and percentage of teachers Non-HQT:

Zero non-HQT (0%)

### Number and percentage of Classes Taught by Non-HQT:

N/A

### Alabama High School Graduation Exam (AHSGE):

#### Strengths:

One hundred percent of all twelfth graders scored proficient on the Biology section of the AHSGE.  
Ninety-five percent of all eleventh graders scored proficient on the Biology section of the AHSGE.  
Ninety-eight percent of all twelfth graders scored proficient on the Mathematics section of the AHSGE.  
Ninety-eight percent of all eleventh graders scored proficient on the Mathematics section of the AHSGE.

#### Weaknesses:

Seventy-six percent of all tenth graders scored proficient on the Mathematics section of the AHSGE. This is ten percent below the AMO for 2010-2011 and fifteen percent below 2012 AMO of 91.  
Fifty-two percent of all eleventh grade scored proficient on the Social Studies section of the AHSGE. This is nineteen percent below the state average for 2010-11.  
Fifty-eight percent of all tenth graders scored proficient on the Reading section of the AHSGE. This is thirty-four percent below the AMO for 2010-11.  
Fifty-six percent of all tenth graders scored proficient on the Language section. This is ten percent below the state average for 2010-11.

### Alabama Reading and Mathematics Test (ARMT):

#### Strengths:

This test is given at the junior high level to seventh and eighth graders.  
Eighty-three percent of all current seventh graders scored proficient (Levels III or IV) on the reading portion of the ARMT. This is only six percent below the AMC for 2011-2012. This is a one percent increase from last year (2010-2011).  
Seventy-six percent of all current eighth graders scored proficient (Levels III or IV) on the reading portion of the ARMT. This is only eight percent below the AMC for 2011-2012. This is a

three percent increase from last year (2011-2012).

**Weaknesses:**

This test is given at the junior high level to seventh and eighth graders.

Fifty-three percent of all current seventh graders scored proficient (Levels III or IV) on the math portion of the ARMT. This is thirty percent below the AMO for 2011-2012. This is an increase of three percent from last year (2011-2012).

Twenty-seven percent of all current eighth graders scored proficient (Levels III or IV) on the math portion of the ARMT. This is fifty-eight percent below the AMO for 2011-2012. This is a one decrease from last year (2011-2012).

**Alabama Science Assessment:****Strengths:**

This test is given at the junior high school level. There were no strengths noted for 2010-2011.

**Weaknesses:**

This test is given at the junior high school level.

Forty-two percent of seventh grade students scored proficient on the 2011 Alabama Science Assessment.

**Stanford 10:****Strengths:**

This test is given at the junior high school level to seventh and eighth graders.

Twenty-two percent of current seventh grade students scored above average in reading vocabulary/thinking skills.

Twenty-three percent of current eighth grade students scored above average in reading comprehension: initial understanding.

**Weaknesses:**

This test is given at the junior high school level to seventh and eighth graders.

Forty-five percent of current eighth graders scored below average in math computation with decimals.

Forty-one percent of current seventh graders scored below average in math number sense and operations.

Fifty-eight percent of current eighth graders scored below average in math computation with integers.

Fifty-two percent of current eighth graders scored below average in math number sense and operations.

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS):****Strengths:**

This test is not given at the high school level

**Weaknesses:**

This test is not given at the high school level

**Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA****Alabama Direct Assessment of Writing (ADAW):****Strengths:**

This test was not given on the high school level

**Weaknesses:**

N/A

**ACCESS for English Language Learners (ELLs):****Strengths:**

N/A Currently Lanett High School has no English Language Learners enrolled.

**Weaknesses:**

N/A

**EducateAL or other Professional Evaluation Profile Information:****Strengths:**

Based on the Evaluation Summary Report of the Educate Alabama, the following indicators received the strongest scores:

- 1.3 Prepares instructional resources for use
- 2.2 Gives clear directions
- 5.4 Maintains environment
- 3.3 Provides feedback about student performance

**Weaknesses:**

Based on the Evaluation Summary Report of Educate Alabama, the following indicators received the weakest scores:

- 3.4 Uses a variety of assessment methods and instruments
- 2.3 Questions effectively using higher order questions
- 1.2 Identifies teaching/learning activities to accommodate individual differences and varying learning styles

**Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)****Strengths:**

- One hundred percent of students taking the Alabama Alternate Assessment scored a Level III: Meets Standards

## School Technology Plan Data

- One hundred percent of the students use productivity tools such as spreadsheets, databases, presentation and Internet resources to solve problems and make decisions.
- One hundred percent of the teachers use technology to collect data and monitor student progress.
- One hundred percent of the classrooms have LCD projectors and computers with Internet access to facilitate the integration of technology into lesson plans.
- Lanett High School was one of the original 24 pilot sites for Alabama Connecting, Computers, Educators and Students Statewide (ACCESS) Distance Learning program. Through this program, students take classes via interactive video conferencing and online over the Internet
- LHS has a regular computer lab accessible to all teachers and students. All computers and software have been updated

**Weaknesses:**

- Some faculty and staff feel they are not as proficient, knowledgeable, and current in contemporary use of technology as they should be

**Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):****Strengths:**

- RTI plan was implemented during the 2010-2011 school year for identified students scoring below grade level in reading and math with tiered instructions.

**Weaknesses:**

N/A

**Career and Technical Education Program Data Reports:****Strengths:**

Core Indicator 3S1 – Transition of Completers – We have a high positive placement of graduate completers who transitioned either to post secondary or employment.

Core Indicator 1S2 - Attainment of Technical Skills- We have a high percentage of grade twelve concentrators receiving an average skill proficiency ranking

**Weaknesses:**

Core Indicator 4S1 - Participation in Nontraditional Programs- We do not offer any nontraditional programs. Therefore we can not count any of our students as non-traditional.

Core Indicator 4S2 – Non-Traditional Program Completers – We currently do not offer any programs that are considered to be non-traditional. Therefore, we fall below the 9.57% required non-traditional completers as required by the state

**Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA****School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).****Strengths:**

No record of corporal punishment.

No students were expelled.

There was only one recorded incident of weapon possession.

**Weaknesses:**

One hundred seventy total office referrals

One hundred thirty-two in school suspensions

Sixty-three out of school suspensions

Ten students were suspended for fighting.

**School Demographic Information related to drop-out information and graduation rate data.****Strengths:**

Ninety-five percent of 12th graders graduated.

**Weaknesses:**

NA

**School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.****Strengths:**

All certified staff members are Highly Qualified.

The average teaching experience among certified faculty is 17.2 years.

All certified faculty have at least four years of teaching experience.

Ninety percent of the faculty have been employed at Lanett High School for at least two years.

Collectively, the staff only used fifty-four percent of the allowed sick and personal days in the previous school year.

**Weaknesses:**

Depressed economy of this area makes recruiting highly qualified teachers extremely difficult.

**School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).****Strengths:**

The number of absences per student decreased from 21.8 in 2009-2010 to 10.8 in 2010-2011.  
Only 3.6 percent of the total days present were tardies.  
The work of the Attendance Officer continues to be a positive influence on student absences and tardies.

**Weaknesses:**

Average daily attendance decreased from 94.3 percent in 2009-2010 to 93.8 percent in 2010-2011.  
There were thirty-seven withdrawals, thirty-four of which were transfers.  
Thirty students were enrolled after the first day of school.  
There were eight hundred forty-six early checkouts.

**School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.****Strengths:**

According to the National Study of School Evaluation's Opinion Inventories, distributed in connection with Southern Association of Colleges and Schools Accreditation 6 years ago, Lanett High School parents and stakeholders agreed that:  
The educational program offered to students is of a high quality.  
Our school is preparing students to deal with issues and problems they will face in the future.  
In general, teachers hold high expectations for student learning.  
Grading policies are administered fairly and discipline policies are fair.  
Overall, responses on the parental inventories were overwhelmingly positive in their assessment of LHS, its programs and its facilities.

**Weaknesses:**

Until December 2006, when the last of the major mills in the area closed and those seeking employment moved elsewhere, Lanett was considered "a mill town." The multiple closings left behind a depressed economy and a large number of government-dependent families.  
Outdated information from the 2000 Census (more recent data is not available) states that 64% of the adults in Chambers County are high school graduates and 9.5% have a Bachelor's degree or higher. However, this number is not reflected in the current economy, but rather from a time when Lanett was a prosperous, thriving community.  
An up-to-date survey needs to be conducted to more accurately assess current parent perceptions and needs.

**School Perception Information related to student PRIDE data.****Strengths:**

One hundred percent of students surveyed indicated that they felt safe in the classroom.  
One hundred percent of students feel that Lanett High School is a good place to learn.

**Weaknesses:**

Seventy-one percent of students surveyed agreed that there is some degree of bullying that takes place to include verbal, physical, and emotional bullying.  
Fifty-nine percent of those surveyed agreed that cyberbullying is an issue that affects Lanett High School students.

**School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**

**Strengths:**

NA

**Weaknesses:**

NA

**School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**

**Strengths:**

NA

**Weaknesses:**

NA

**School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.**

**Strengths:**

One hundred percent of teachers attended Alabama Reading Initiative workshops.  
 Due to a decline in student ACT scores, an ACT Prep course has been added as an elective.  
 Seventy-six percent of students taking credit recovery passed.

**Weaknesses:**

The average student score on the ACT has declined from a 16.9 in 2007 to a 15.9 in 2011.  
 There has been minimal update to instructional materials in recent years due to a lack of funding.

## Part II - GOAL TO ADDRESS ACADEMIC NEEDS

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

### CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

#### **1. Improving Reading Proficiency on AHSGE**

**Description:**

By the end of the 2011-2012 school year, we will increase the percentage of eleventh grade students scoring proficient (levels III and IV) by seven percent in reading on the Alabama High School Graduation Exam to ninety-five percent.

**Data Results on which goal is based:**

Twelve percent of all 11th graders failed the reading subtest on the spring Alabama High School Graduation Exam, 2011

Target Grade Level(s): 11th Grade

Target Content Area(s): Reading

ARMT: Reading

**Additional Academic Indicators:**

Not Applicable

**Target Student Subgroup(s):**

All

**Courses of Study:**

The entire LHS faculty will focus on the Alabama High School Graduation Exam (AHSGE) reading objectives, with special emphasis on the following four weakest areas of reading: Reading: II-4: Detect propaganda; distinguish fact from opinion III-1: Recognize fallacies of logic and judge strength of argument III-2: Analyze literary elements III-3: Demonstrate understanding of figurative language and analogy

**Strategies:****§1.1 Incorporate targeted instructional strategies****Description:**

Targeted and research-based instructional strategies will be incorporated into every classroom

**Action Steps:****AS1.1.1 Integrating Secondary Reading Strategies****Description:**

One hundred percent of high school teachers will integrate secondary reading objectives into the total curriculum and will document the teaching of Reading instructional strategies on their weekly lesson plans, including: pre-reading strategies, guided reading strategies, and post-reading strategies during the 2011-2012 school year. English and Social Studies departments will require a book report every 9 weeks from 11th graders who have not passed the Reading content area of the AHSGE. The Curriculum Coordinator will provide a monthly observation plan to support the implementation of these instructional strategies. The district reading coach will be available for additional modeling. Teachers will be provided with immediate feedback.

**Benchmarks:**

Lesson plans will be sent and monitored each week and will reveal each teacher is incorporating instructional strategies. District Reading Coach provided instruction and modeling in August 2011 workshop "How to Teach Reading in Social Studies and Science." Weekly lesson plans will reveal a variety of instructional strategies that are being implemented.

**Interventions:**

Eighty percent of the teachers will incorporate newly acquired instructional strategies. Data from the observation plan will indicate that eighty percent of the teachers are incorporating the strategies.

**Resources:**

Teachers will provide additional instructional strategies during class. District Reading Coach will teach and model instructional strategies during job-embedded training throughout the year as needed. District Reading Coach will provide one-on-one modeling within the classroom for struggling teachers as needed. Teachers will provide Reading Item Specification books and District Reading Coach will provide ARI-PAL Strategies. District Reading Coach will provide on-going, job-embedded Instructional Strategies Professional Development as needed.

**§1.2 Small Group Instruction to Target Reading****Description:**

Implement explicit, targeted instruction through the use of small groups to focus on specific objectives tested on the AHSGE on a weekly basis.

**Action Steps:****AS1.2.1 Implementation of Pull-Out and Small Groups****Description:**

Continue with implementation of pull-out classes until the March administration of the AHSGE to provide small group and individual tutorial sessions with Grad Exam Specialist for all 11th and 12th grade students who have failed any portion of the Graduation Exam Specialized small group instruction will be conducted in the classroom weekly by individual classroom teachers to target identified weaknesses in Reading per RTI

**Benchmarks:**

As tutored students pass various subtests, the grad exam specialist will provide a list of these students to all teachers. The grad specialist will also keep a time log listing students' review sessions. Lesson plans will reveal that eighty percent of the teachers are using small group instruction weekly per RTI

**Interventions:**

The graduation exam specialist will submit on weekly lesson plans, a list of intervention strategies being used and will also provide monthly feedback to the SIS regarding the success of those strategies with struggling students.

**Resources:**

Individual student reports, Observation Forms, Lesson Plans, Pull-out schedules, Grad Exam Lesson Plans, and Student Time logs

**S1.3 Faculty Collaboration to Improve AHSGE Reading****Description:**

Teachers will conduct quarterly departmental meetings to ascertain new strategies, methods, or techniques for teaching, reviewing, and assessing AHSGE standards and objectives. Discuss what has worked, what hasn't, and where to go from here to improve student achievement.

**Action Steps:****AS1.3.1 Increase Student Knowledge of Content-Area Vocab****Description:**

Teachers will increase student knowledge of content- area vocabulary by teaching and testing words and terms used on the AHSGE in the different content areas every nine weeks. Teachers will increase student knowledge of content-area vocabulary words by posting words, definitions, and examples in hallways prior to fall, winter, and spring administrations of the AHSGE. Teachers will create and administer tests on AHSGE standards, using test vocabulary and test format on a weekly basis.

**Benchmarks:**

Content- area vocabulary specific to the different subtests will be taught, reviewed, and tested by individual teachers. Tests will be analyzed to assess progress in AHSGE standards and vocabulary mastery.

**Interventions:**

The principal and/or Curriculum Coordinator will review the minutes of the departmental meetings in each core area. These meetings will reflect changes in instructional plans. Dated minutes and sign-in sheets will reflect this attendance.

**Resources:**

Dated sign-in sheets, Secondary Reading Comprehension Packets, AWL (American Word List) that contains a list of the 532 most often used words in academic subjects, AHSGE Item Specification Booklets, bound copies of American Book Company's Passing the Alabama High School Exam in Reading

**G2. Improving Math Proficiency on the AHSGE.****Description:**

By the end of the 2011-2012 school year, we will increase the percentage of eleventh grade students scoring proficient (levels III and IV) by fifteen percent in math on the Alabama High School Graduation Exam to ninety one percent.

**Data Results on which goal is based:**

In 2010-2011, only seventy six percent of the tenth graders passed the math portion of the graduation exam.

Target Grade Level(s): 2011-2012 eleventh graders

Target Content Area(s): Math

ARMT: Math

**Additional Academic Indicators:**

N/A

**Target Student Subgroup(s):**

All

**Courses of Study:**

The entire math department will focus on the Alabama High School Graduation Exam (AHSGE) math objectives, with special emphasis on the following five weakest areas of reading: AHSGE objectives 1.4 Factoring Polynomials 2.2 Solve quadratic equations 7.1 Apply properties and relationships between angles 7.2 Apply Pythagorean Theorem 7.8 Solve problems: Algebraic Concepts

**Strategies:****S2.1 Incorporate targeted instructional strategies****Description:**

Targeted and research-based instructional strategies will be incorporated into each math classroom.

**Action Steps:****AS2.1.1 Provide students with hands on math instruction****Description:**

Math department teachers will use dry-erase boards, bell-ringers, cooperative learning groups, and utilize technology to review students who have not passed the math section of the AHSGE.

**Benchmarks:**

Lesson plans will be sent and monitored each week and will reveal each math teacher is incorporating these strategies.

**Interventions:**

Students will be pulled out for remediation class.

**Resources:**

none

**S2.2 Learning Essential Application Proficiency (LEAP)**

**Description:**

All math teachers K-12 will be trained on all components of LEAP Grant beginning November, 2011.

**Action Steps:****AS2.2.1 Professional Development (PD)****Description:**

As a result of continuous analysis of data and instruction, PD days will be customized to fit the needs of all stakeholders.

**Benchmarks:**

One hundred percent of teachers and administrator attendance with documented PD title, date, and teacher and administrator signatures on sign-in sheets.

**AS2.2.2 Longitudinal Data****Description:**

Lanett City Schools will contract with Student Achievement Services to analyze Longitudinal Data to determine focus areas for Project LEAP beginning October, 2011.

**Benchmarks:**

Student Achievement Services will provide comprehensive portfolios and give a presentation of findings and suggestions for needed changes. This will be documented with signatures of teachers and administrators on a sign-in sheet

**AS2.2.3 Curriculum Alignment****Description:**

Lanett City Schools will contract with Student Achievement Services to review and/or create curriculum alignment based on the new math core content standards.

**Benchmarks:**

Each math teacher in grades K-12 will be provided with a copy of the revamped math core curriculum guide. These core standards will be referenced to on weekly Lesson Plans.

**AS2.2.4 Pacing of Testing****Description:**

Lanett City Schools will contract with Student Achievement Services in October, 2011 to work with K-12 math teachers to set the testing schedule for the 2011-2012 school year and to assist with testing and scheduling instruction and testing of core standards.

**Benchmarks:**

Written schedule provided to each K-12 grade teacher and principal.

**AS2.2.5 Instructional Strategies****Description:**

In order to improve students' academic performance in math Lanett City Schools will contract with Student Achievement Services beginning October, 2011 to assist teachers with the alignment of needed instructional strategies based on math core standards, to identify curricular weaknesses and to

identify individual student needs.

**Benchmarks:**

List of instructional strategies, list of curricular weaknesses, and list of individual student needs will be given to each math teacher, each principal, and each curriculum coordinator.

**AS2.2.6 Benchmark Creation**

**Description:**

Lanett City Schools will contract with Student Achievement Services to meet on-site, build tests in-house, share with school, and make revisions of benchmarks beginning October, 2011.

**Benchmarks:**

Two formative assessments, a Pre and Post test of each core standard and sub-standards of the core will be provided to teachers.

**AS2.2.7 Formative Testing**

**Description:**

Students in grades K-12 will be given Pre and Post tests and benchmark tests throughout the 2011-2012 school year.

**Benchmarks:**

All students in grades K-12 will be Progress monitored weekly/biweekly/monthly and all scores recorded on proper forms. Student progress will be discussed at monthly PST meetings.

**AS2.2.8 Analysis of Testing in Data Meetings**

**Description:**

Student Achievement Services will meet with administrators and teachers in grades K-12 after each benchmark and pre/post- test assessment to check student progress.

**Benchmarks:**

Sign in sheet with date and signatures of all professionals in attendance.

**AS2.2.9 Curriculum Realignment**

**Description:**

Data from student assessments will be used by Student Achievement Services and K-12 teachers and administrators to detect weaknesses and intervention needs and to work with teachers in realignment of curriculum needs throughout the 2011-2012 school year.

**Benchmarks:**

Student achievement Services will create a list of weaknesses and a list of suggestions on realignment of curriculum to each K-12 teacher.

**AS2.2.10 Mentoring and Modeling**

**Description:**

Student Achievement Services will conduct classroom observations, offer suggestions and feedback, provide resources, and demonstrate side by side full day modeling with math teachers to demonstrate instructional strategies in the classroom beginning November, 2011.

**Benchmarks:**

Documentation of classroom observations, list of suggestions and feedback given to each teacher observed, and specific dates of side by side full day modeling.

**Interventions:**

The school will provide more intense pull-outs with the remediation specialist.

**Resources:**

LEAP: Learning Essential Application Proficiency Grant.

### **Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS**

**Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.**

#### **ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**

**G1. No ELL students at our school**

**Description:**

Not applicable

**Data Results on which goal is based:**

Not applicable

Target Grade Level(s): Not applicable

Target ELP Language Domain(s): Speaking

WIDA Standards: Not Applicable

**Strategies:**

**S1.1.1 NA**

**Description:**

NA

**Action Steps:**

**AS1.1.1 NA**

**Description:**

NA

**Benchmarks:**

NA

Interventions:

NA

Resources:

NA

## **Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rtl FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS**

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

### **G1. Excessive tardiness and absences**

Description:

Students averaged 5.9 tardies and 10.8 absences per student in 2010. The average daily attendance in 2010-2011 was 93.8%.

**Strategies:**

#### **S1.1 Decreasing Student Tardiness and Absences**

Description:

Improving classroom management and discipline, while providing a more supportive, engaging learning environment to reduce absences and tardies, while also increasing motivation throughout the school year.

**Action Steps:**

#### **AS1.1.1 Increasing Student Engagement**

Description:

- All teachers will encourage more student engagement and real-life learning through the use of manipulatives, cooperative learning groups, projects, presentations, portfolios, and lab experimentation
- Attendance Officer will request Second-Chance (a four-week program available through Circle of Care) for both parent and student with truancy issues
- Attendance Officer will build consistent, cooperative support between Juvenile Court and school (Early Warning Truancy Intervention) to provide parental accountability

Benchmarks:

Monthly attendance reports (absences and tardies) will be reviewed by the District Attendance Officer to assess increases or decreases in absence.

Interventions:

Adjustments to the programs will be made as needed to improve attendance.

Resources:

Secondary Curriculum Coordinator Kelly Farrar, Early Warning Program Guidance Counselor/Committee Adrian Carpenter/Second-Chance Principal/Teachers

**G2. Classroom Management****Description:**

Novice teachers may struggle with classroom management issues.

**Strategies:****S2.1 Mentor Training for Novice Teachers****Description:**

- Mentor Coordinator will provide classroom management training for teachers needing assistance throughout the school year.

**Action Steps:****AS2.1.1 Mentor Training for Novice Teachers****Description:**

Mentor Coordinator, where necessary, will provide free copies of Harry Wong's The Effective Teacher: Classroom Management for new educators.

- Mentor Coordinator will schedule time for novice teachers to observe classrooms of veterans, who teach and implement good classroom management skills throughout the school year.
- Mentor Coordinator will continue to provide new teacher mentoring to all beginning teachers throughout the first two years of teaching.

**Benchmarks:**

Unannounced and informal observations continue throughout the year by the teacher mentor and principal and documented on a mentoring log. Novice teachers are observed monthly and documented on Lanett High School Mentoring Observation Form.

**Interventions:**

Adjustments to the program will be made as needed to improve and retain quality teachers. Schedule classroom management workshops for individual teachers per request of teachers, principal, mentor, or the secondary curriculum director.

**Resources:**

Principal Teachers/ Guidance Counselor Elizabeth Brewer, Mentor Coordinator

**G3. Student Motivation****Description:**

Some students suffer from low motivation, leading to issues in and out of the classroom.

**Strategies:****S3.1 Faculty efforts to increase student motivation****Description:**

Teachers will encourage more student engagement and real-life learning through the use of manipulatives, cooperative learning groups, projects, presentations, portfolios, and lab experimentation.

**Action Steps:****AS3.1.1 Increasing Student Motivation**

**Description:**

•Teachers will continue Teacher Advisement Program for Students (TAPS) to provide advisors for each students, study instruction, self-esteem sessions, and goal setting (one session per month) for all students. Sessions will offer real life experiences to prepare students for the work force •Guidance Counselor will continue First Timers' Club for students who pass all sections of the AHSGE on the first try during the March administration (provides special privileges to qualifying 10th graders) •Guidance Counselor will create 2nd Time Around club for students passing all sections of the AHSGE by the end of their 11th grade year •Guidance Counselor will create incentive program for students passing Reading and/or Math on first attempt •Guidance Counselor will create a "Contemporary Issues" course in Social Studies and offer to 11th and 12th graders who have not passed the Social Studies content area test of AHSGE •Attendance Officer will continue to build on newly-created Student Mentoring Program (initiated by Kelly Farrar, ISS Director, and the ministers of 3 local churches) to work one-on-one with at risk students. •JROTC instructors will continue to require all 9th graders to take one semester of Junior ROTC to promote character building and leadership qualities •Teachers will continue the Student of the Week Program to showcase student talents and contributions •Guidance Counselor will implement a Credit Recovery program for students failing core classes •Teachers will institute a DEAR (Drop Everything and Read) program. This program will require that all students and teachers read for a minimum of 15 minutes each Wednesday per the schedule provided by the CIP Committee. •Librarian will implement a "Got Caught Reading" program to honor students who were observed reading on their own by the teachers

**Benchmarks:**

Conduct one session per month and document on TAPS sign-in logs Document with class rosters Document using JROTC Junior Achievement Operation Book Conduct weekly based on DEAR schedule Conduct weekly and document using photos posted on DEAR bulletin board

**Interventions:**

Adjustments to the programs will be made as needed to improve student motivation.

**Resources:**

Teachers Guidance Counselor Kelly Farrar JROTC Instructors Mrs. Cofield Poster board Mrs. Landers

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

### **Teacher Mentoring:**

#### **Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?**

The Lanett City School District implemented a mentoring program several years ago. This program assigns at least one mentor teacher per building. Each new teacher receives mentoring services for two years. The ultimate goal of the program is to retain quality teachers. The mentoring program attempts to get each teacher off to a great start and continue the momentum throughout the entire school year. The mentors and new teachers are introduced prior to the beginning of school. The contacts continue throughout the school year, often on a daily basis. These contacts are documented in a mentoring log maintained by each mentor. In addition to frequent contacts with the novice, the mentor is given one release day each month to observe and meet one-on-one with new teachers. These observations are documented via the use of the Lanett High School Mentoring Observation Form, which contains a list of requisites for quality teaching based on the State Board of Education Evaluation Instrument. It would take an entire page to list all that mentors offer, but here are just a few of the many services: tips for doing well on state-mandated evaluations; providing and explaining a detailed new teacher handbook; reviewing lesson plan forms and expectations, and providing information about duty assignments, school culture, lunchroom procedures, classroom allocations, etc.; and serving as resource locators for things like textbooks, curriculum materials, purchase orders and other areas of need.

### **Budget:**

#### **Describe the coordination of all federal, state, and local programs, including career and technical education.**

Lanett High School programs are budgeted solely through the Central Office at their discretion. However, Central Office takes into consideration need assessment forms that are filled out annually by the faculty and the results from the Alabama High School Graduation Exam to determine how money will be spent.

### **Transition:**

**Describe transition strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten.**

Lanett High School provides transition services for the incoming as well as outgoing students. One method of transition involves our upcoming freshmen class being given both an orientation and tour of the building during school hours. The students were able to ascertain location of their classes, express interest in career-tech courses, find location of lockers, etc. This activity took place in May 2010.

Transition services are also provided to our seniors. Our seniors participated in a college day where college representatives were on our campus to answer questions and provide literature about their colleges. This event took place on September 6, 2011. Seniors are also given a day where they can visit a college. This is considered an excused absence when the proper procedures are followed. The military also administers the ASVAB or Armed Services Vocational Assessment Battery. This assessment tool is used not only for transition services, but also an interest inventory.

A final transition service that is offered to our students is Career Day. In this transition service students learn about a variety of careers from people who are working in those careers. On this day we have a number of people from the surrounding area to come and talk to our students about careers. Career Day is scheduled for spring of 2012.

**Highly Qualified Teachers:**

**Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.**

District representatives attend recruitment fairs at universities and positions are posted on the Lanett City Schools and Teach in Alabama websites in an effort to attract HQ teacher applicants. Teachers that are hired with alternate certificates are required to complete an HQ plan in a one-on-one meeting with the Federal Programs Director to address the immediate steps required to become HQ. The Curriculum Director conducts periodic HQ checks to certify compliance on the teacher's part. Teachers that are not HQ are placed in content areas based on college/university coursework as indicated by official transcripts. Also in the past, signing bonus were paid to foreign language and math teachers.

**Assessments and Teacher Involvement:**

**Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.**

Teachers engage in quarterly departmental meetings. During this time they collaborate, plan, analyze data results, discuss instructional strategies to meet student needs, and help one another with suggestions for specific needs. Teachers also attend professional development workshops after school as dictated by administration.

**Special Populations:**

**Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.**

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited- English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Currently, there are no English language learners, migrant, and or homeless students enrolled in this school.

**Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):**

**Describe procedures used 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.**

Lanett High School currently has three career and technical programs. These programs serve all Lanett students including those students who fall into the special population categories. Every effort is made to assist these students to be able to achieve. These students are also protected from discrimination based on their special population status.

For the students with disabilities, teachers are given information about the nature of their disability and the special accommodations required for that child. Occasionally an aide will be assigned in the career/tech classroom to assist with students with disabilities.

Economically disadvantaged is a category that the majority of our students fall under. For this reason, our classes have no activity fee attached. Instead, students are taught skills that can help them overcome poverty in the future.

Students preparing for non-traditional fields are encouraged to seek employment in those given fields. All three offered programs at Lanett give lessons on careers. Additional career information is done through the guidance department.

Single parents are faced with extra challenges, so additional services are given to them. We are blessed to partner with the Circle of Care to bring unique services to our single parents. The Circle of Care meets during school each month with these students. Arrangements can also be made for monthly in-home meetings with each parent through this organization.

Displaced homemakers and students with limited English proficiency are not among the population groups currently at Lanett High School.

### **Extended Learning Opportunities:**

#### **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.**

Many teachers voluntarily tutor their students either before or after school if he/she feels the student needs additional help or if either the student or parents request assistance. Extensive remediation sessions are provided after school and a summer session prior to each offering of the AHSGE

## **Part VI – School Parental Involvement Plan**

### **Parental Involvement:**

#### **Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school's curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.**

Our small town is composed of a very stable population with almost all inhabitants being life-long residents who speak English as their only language; therefore, communication is not a problem.

At the beginning of each school year, students are provided a student/parent handbook for the school and the district. In both of these handbooks, parents can find a description of the school's curriculum, assessments, and student achievement expectations. We also have a Teacher Advisory Panel that provides every student in the school with an advisor. These small groups meet monthly to discuss issues of concern to both parents and students, to monitor students' progress, and to motivate them to make better grades. Other opportunities for parents-teacher contact are Open House in September, and report card pickup day at the end of every grading period.

#### **Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.**

All stakeholders in the educational process are interested in the academic success of our students. Parents have the responsibility of insuring that their child attends school regularly, of providing an appropriate learning atmosphere at home, and of instilling the importance of education in life. The child has the responsibility of being a good student by listening, participating, attempting, and studying. The school staff has the responsibility of helping each student develop a strong foundation for a lifetime of learning by instructing, guiding, and encouraging each student to reach his/her maximum potential. The school staff must also provide a relevant, challenging curriculum within a safe environment.

#### **Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.**

Parents are able to submit comments of dissatisfaction with the Parental Involvement Policy by calling the school secretary to make an appointment with the school's administration. Parents may also ask to be placed on the agenda of any school board meeting.

#### **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.**

- We have two parental-led organizations at LHS: Band Boosters and our Athletic Association.

#### **Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can**

**understand.**

This section is not applicable because we do not have parents with limited English proficiency, parents of migratory students, or parents with disabilities that would preclude their being able to read and understand standard English found in school documents, assessments, and/or reports.

**Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES**

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes
- No

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

**Learning Activities:  
Strategic Teaching****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

This workshop was designed to enhance teaching of course objectives and AHSGE standards in all classes with special emphasis on reading and math skills.

**What types of professional learning will be offered?**

This workshop was taught by a representative of the ALSDE.

**When will the session be delivered?**

This session was offered on August 10, 2011 on the professional development day.

**What are the expected outcomes of professional learning?****(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

This session should result in an increase in the number of students mastering AHSGE objectives as well as passing their scheduled courses.

**How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?**

The success of this workshop and its implementation will be measured by the increase of students passing the AHSGE as well as passing their course work. Teacher lesson plans will include the use of these strategies. The AHSGE data from the Spring, 2012 will be used as evidence of the effective assimilation of these strategies in the classrooms.

**What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00**

This was funded with Professional Development funds.

**Response to Instruction: Statewide Expectations****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

This professional development session was designed to present the RTI program to the LHS faculty to facilitate its implementation in the academic setting.

**What types of professional learning will be offered?**

This workshop was presented via power point and a video explaining the RTI plan to the faculty.

**When will the session be delivered?**

Monday, September 19, 2011

**What are the expected outcomes of professional learning?****(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

The RTI program is designed to identify students who have academic problems in the academic setting.

**How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?**

Participation in this workshop will be verified by the sign-in sheets and agenda of the workshop. Teachers will be held accountable for the implementation of the strategies by the evidence in their lesson plans and observation of small group instruction in the classrooms.

**What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00**

No funding was needed for this workshop as the System RTI Coordinator conducted the training.

**Implementing RTI in Grades 7-12****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

This professional learning session will address students who are not performing at grade level in math and reading as determined by the AHSGE and the ARMT.

**What types of professional learning will be offered?**

This professional learning session will address strategies for teachers to use in classroom instruction for students who are not proficient in reading and math.

**When will the session be delivered?**

The session will be delivered on November 9 via Webinar.

**What are the expected outcomes of professional learning?****(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

The participants are expected to develop strategies that they can use in their classrooms as they address the needs of the less proficient students (Level II on ARMT or failed math or reading portion of the AHSGE).

**How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?**

The progress of students will be monitored through a pre-test, midterm test, and final test in each class. Proficiency on reading content will be measured by tests on subject matter vocabulary. Proficiency on math tests will be measured by a sample of problems from the course.

**What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00**

This workshop is conducted at LHS via an ALSDE webinar. There is no cost for the webinar.

**Part VIII - Coordination of Resources/Comprehensive Budget**

**I. State Foundation Funds**

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	11.97	11.97	557,077.00
Administrator Units	1	1	79,118.00
Assistant Principal	0	0	0
Counselor	1	1	56,967.00
Librarian	1	1	50,364.00
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			2,018.00
Library Enhancement			0
<b>Total of All Salaries:</b>			<b>\$745,544.00</b>

**II. Federal Funds**

**Title I: Improving the Academic Achievement of the Disadvantaged**

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

**Title I: ARRA Funds**

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

**Title II: Professional Development Activities**

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

**Title III: For English Language Learners**

**Provide a brief explanation and a breakdown of expenses.**

N/A

Total : 0

**Title IV: For Safe and Drug-free Schools**

**Provide a brief explanation and a breakdown of expenses.**

N/A

Total : 0

**Title VI: For Rural and Low-income Schools**

**Provide a brief explanation and a breakdown of expenses.**

N/A

Total : 0

**Career and Technical Education-Perkins IV: Basic Grant (Title I)**

**Provide a brief explanation and a breakdown of expenses.**

Purchase equipment and materials to enhance program

Total : 20,527.00

**Career and Technical Education-Perkins IV: Tech Prep (Title II)**

**Provide a brief explanation and a breakdown of expenses.**

N/A

Total : 0

**Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**

**Provide a brief explanation and a breakdown of expenses.**

N/A

Total : 0

**III. Local Funds (if applicable)**

**Local Funds**

**Provide a brief explanation and a breakdown of expenses.**

To support athletic and band programs, telephone, utilities, grounds and maintenance

Total : 137,394.00