

Lamar County High/Vernon Intermediate School
Title I School Wide Plan
Year of Implementation: 2007-08

Introduction

Lamar County High/Intermediate School is a 4-12 school with a student population of 715. The racial makeup of the student body is 16.92% Black, .84% Hispanic, .42% American Indian, and 81.82% White. The school is located in Vernon, AL, a rural community in northwest Alabama, population approximately 2200. The median household income is \$27,344, and 71.5% of the adult residents earned a high school diploma or higher, leaving 28.5% with less than a high school diploma. During the school year 2005-06, 47.8% of the students qualified for free or reduced lunch assistance under the U.S. Department of Agriculture standards. This percentage makes the school eligible to move from Title I Target Assist to School wide Title I status.

The professional staff consists of 2 administrators and 44 certified faculty members, of which 3 are half-day staff and 3 are itinerant staff. There are two administrators, 1.5 counselors, 1.5 media specialists, one itinerant speech pathologist, one itinerant gifted teacher, one itinerant reading coach, 26.5 grade level or subject area teachers, one Title I teacher, 4 special education teachers, 4 physical education teachers, 1 music/band director, one school nurse, and six paraprofessionals. The school currently employs one Title I teacher designated for students in grades 4-6 in accordance with the present Target Assist status. Lamar County High/Vernon Intermediate is requesting School wide status in order to serve the entire student body.

1. Participation in the Planning Process

A. Does the plan provide a brief description of the planning process, including the period of time used for planning?

- After state monitoring in March of 2006, Mr. Jeff Newman, Federal Programs Coordinator, Mr. Don Harding, high school principal, and Mr. Vance Herron, intermediate school principal, began discussing the advantages of becoming a school wide Title I school. For the past 10 years the school has been a target assist school. It was decided that at the beginning of the 2006-07 school year that the faculty would vote and decide whether to remain a target assist school or to go school wide. On August 11, 2006 (Appendix A) the faculty voted to become a Title I school wide school. Results of the voting showed that 43 were in favor of school wide status, and one was in favor of remaining a target assist school. On August 11, 2006, Mr. Harding sent a letter informing Mr. Newman of the results of the faculty vote requesting that the school become a Title I school wide program.
- A Title I planning committee was organized. On August 28, 2006, the committee members attended a meeting with Mrs. Vernet Nettles, a representative from the State Department of Education, in which she discussed the process of preparing a school wide plan. Mrs. Sue Robbins of the State Department was later assigned to guide the schools through the writing process. Committee members met with her on October 24, 2006 for a question and answer session. December 11, 2006 was set as the day that she would return to review the progress on parts I and II.
- On October 31, 2006, the planning committee met and created committees for work on the various aspects of the plan. November 6, 2006, committee assignments were distributed to the faculty along with a copy of the template that would be used to create the plan. Each committee collected information and scheduled meetings to combine and organize the data required for the plan's completion. During November, staff, student, and parent surveys were distributed, collected, tallied, and analyzed for information to be used in the process of formulating the Title I School Wide Plan.
- On December 5th Parts 1 and 2 of our Plan were emailed to Mrs. Robbins. On December 11th, she met with the steering committee to critique Parts 1 and 2 of the Plan. She made a few suggestions, but indicated that the work was proceeding well and made plans to return during the first week of February to review Parts 3 through 6.
- On January 2, committees three through six met with Mrs. Holland and Mr. Harding to discuss plans for work on their respective parts of the plan and to set up meeting times and deadlines for completion of their tasks. January 26th was set as the date that all of parts 3-6 would be completed and turned in to the Planning Committee.

- Parts three through six were emailed to the Planning Committee by the end of the day on January 26, and Mrs. Holland and Mrs. Gordon worked on consolidating the components into one document.
- January 30-February 1, Mrs. Holland and Mrs. Gordon worked on proofing and fine-tuning the committee reports, and on February 2 parts one through six were emailed to Mrs. Robbins
- The planning committee met with Mrs. Robbins on February 8th to review Parts 3-6. With only a few minor changes recommended, we discussed the information that would be needed for Parts 7 and 8 and set a time for Mrs. Robbins' next visit.
- On February 15, Mrs. Holland, Mrs. Brock, and Ms. White collected the information from the committee members on Part 7.
- Committees for Parts 7 and 8 met with Mr. Newman, Title I Coordinator, on February 20th to review all of the information that would be included in those sections of the plan.
- Mrs. Holland and Ms. White compiled the final draft for Part 7 on February 21st.
- Mrs. Holland and Mrs. Gordon combined and proofed Parts 7 and 8 on February 23rd and emailed the document to Mrs. Robbins.
- On February 27th Mrs. Robbins met with the planning committee to review Parts 7 and 8. Suggestions were discussed for improving our "May" and "Shall" lists, and a time was set for Mrs. Robbins' next visit.
- During the week of March 5th, committees responsible for components 7 and 8 met to make the suggested revisions. Mr. Newman was consulted about several aspects of the county Parental Involvement Plan..
- On March 8th a faculty meeting was held to discuss the progress of the Title I plan. Committees of components 9, 10, and 11 discussed the information that they would need to gather for those components. A deadline of April 9th was set for the submission of these components.
- On March 14th the planning committee met with the component 9-11 committees to collaborate on the information they had.
- On April 10th and 11th Mrs. Holland and Mrs. Gordon edited and combined components 9-11 with components 1-8.
- On April 18th, the planning committee turned in the completed Title 1 School wide plan to Mrs. Robbins. Mrs. Robbins scheduled May 9th for the next meeting. All committee members will sign-off on the school wide Title 1 plan.

- On May 9th, the planning committee met with Mrs. Robbins and signed off on the Title 1 School wide plan.
- Parents, students, and faculty served on the Title I committee. Each member contributed personal experience and insight into the overall needs of the school's educational community.

B. Are names and corresponding areas or constituencies represented on the planning committee listed in the plan?

Yes. Committee members are listed in the following section.

Title I Committee

Name	Position	Signature	Date
Don Harding	Lamar County High School Principal		
Vance Herron	Lamar County High Assistant Principal		
Jeff Newman	Federal Programs Coordinator		
Brenda Gordon	Media Specialist		
Crystal Holland	Title 1 Teacher		
Sue Robbins	State Dept. of Ed. Consultant		
Anne Rector	Counselor		
Alisa Yielding	Sp Ed Teacher		
Keith Smith	High School Math Teacher		
Janice Carden	6 th Grade Teacher		
Carol Faulkner	5 th Grade Teacher		
Nancy Brown	High School Science Teacher		
Barbara Crawford	4 th Grade Teacher		
Heath Pennington	Jr. High Science Teacher		
Hazel Ashby	Parent		
Charlotte Reed	Parent		
Donna Wilson	Parent		
Ashley Cook	Student		
Chris Lewis	Student		

C. Are parents, other members of the community to be served, teachers, principals, other staff, administrators of programs from which funds are to be combined and where appropriate, student services personnel, technical assistance providers and students included on the committee?

I. The Planning Process

Vance Herron
Don Harding

Crystal Holland
Brenda Gordon

II. Comprehensive Needs Assessment

A. Test Data

Anne Rector
Katrina Cook

Karen Holsonback
Alisa Yielding

B. Parent Surveys

Becky Davis
Keith Smith
Mushy Crowley – Nurse

Hazel Ashby- Parent
Ashley Cook- Student

C. Student Surveys

Brenda Boyette
Janice Carden

Randy Wright
Chris Lewis- Student

D. Business & Community Surveys

Carl Woods
Kathy Johnson

Billy Collins
Charlotte Reed – Parent

E. Faculty Surveys

Vance Herron
Don Harding
Crystal Holland

Brenda Gordon
Kim McAdams – Secretary
Lynne Webster – Secretary

III. Description of School Wide Reform Strategy

Carol Faulkner
Hope Brock
Brenda Gartman

Leanne Burks
Rhonda Lindley

IV. Instruction by Highly Qualified Teacher

V. High Quality and On-going Professional Development

VI. Strategies to Attract High Quality, Highly Qualified Teachers to High-Needs Schools

Ben Harrison
Justin Lann

Nancy Brown
Ginger Collins

VII. Strategies to Increase Parental Involvement

Steve Brock	Annette Wheeler
Crystal Holland	Denise Junkin
Lanice White	Joe Nettles
Ernestine Chandler	Hazel Ashby- Parent

VIII. Plans for Transition

Carrie Watts	Joni Gilmer
Barbara Crawford	Donna Wilson – Parent

IX. Decision Making Process

X. Timely Assistance to Students Experiencing Difficulties

David East	Joni Price
Heath Pennington	Michelle Merchant
Gina Allred	Freddie Maddox

XI. Coordination and Integration of Federal, State, & Local Services & Programs

Jeff Newman	Vance Herron
Ginger Brame	Sandra Wheeler
Wanda Boone- Bookkeeper	Myra Brady
Don Harding	

D. Does the plan describe how it will evaluate annually the implementation of, and results achieved by, the school wide program, using data from state assessments and other indicators of academic achievement?

Each year test results will be collected and analyzed as they are received. Results from Sat 10, AHSGE, ADAW, and ARMT will be used to measure the success of the plan in improving student learning. In addition, AYP information, discipline referrals, failure rate, and absences will be included in the data analysis.

E. Does the plan include the year of implementation of annual revision based on results of the evaluation?

The year of implementation will be the school year 2007-08.

F. Does the plan describe how it will be made available to the LEA, parents, and the public?

The Title I School Wide Plan will be made available to the LEA, to parents, and to the public. Copies will be on file

- in the office of the Lamar County Coordinator of Federal Funds
- in the office of the school principal and assistant principal
- in the school's libraries
- on the school web site.

Does the plan include a procedure for parents to submit concerns regarding the plan and LEA set-asides in the consolidated application when the school makes the plan available to the LEA?

Input and concerns regarding the Title I Plan or the LEA set-asides may be submitted at any time during the school year. Submissions should be made following this hierarchy:

- Principal
- Federal Program Coordinator
- Superintendent of Schools
- Lamar County School Board of Education
- State Department of Education Federal Program Section

2. Comprehensive Needs Assessment

Does the plan describe the process used to conduct a comprehensive needs assessment?

The comprehensive needs assessment is based on information collected through staff and parent surveys along with results of student achievement as determined by the various student performance instruments required by the State Department of Education.

Has a comprehensive needs assessment of the entire school, based on the information which includes the achievements of children in relation to the state academic content standards and the state student academic standards, been conducted?

Comprehensive needs assessment must include, at a minimum:

- 1) An analysis and summary of student academic needs by grade level, student subgroup, and subject for the following assessments:

Stanford Achievement Test, Tenth Edition (norm/criterion-referenced)

SAT –10 – Data taken from the Stanford Achievement Test –10. Red scores are below the proficiency level (45th percentile) in the listed subjects:

****The National Average is the 50th Percentile.**

<i>Year</i>	<i>Grade</i>	<i>Reading Percentile</i>	<i>Math Percentile</i>	<i>Language Percentile</i>	<i>Social Studies Percentile</i>	<i>Science Percentile</i>
2005-06						
	4	65	71	71	*	*
	5	49	53	57	*	57
	6	32	38	31	32	*
	7	43	33	41	42	*
	8	38	34	40	*	*
2004-05						
	4	54	62	65	*	*
	5	42	53	48	*	*
	6	50	49	42	48	*
	7	37	32	34	*	40
	8	47	48	46	*	*
2003-04						
	4	58	60	73	*	*
	5	55	53	61	*	57
	6	33	43	32	33	*
	7	47	47	42	*	*
	8	39	45	46	*	*

* *not tested*

Analysis of the SAT – 10 Accountability Report revealed that the poverty subgroup exhibited the lowest proficiency of all subgroups in all test areas. Also, seventh grade black males and eighth grade white males and females exhibited low proficiency in test areas.

Alabama Direct Assessment of Writing (Grades 5, 7, 10)

Analysis of the ADAW data reveals that the 5th and 7th grades exhibited the poorest performance in the Alabama Direct Assessment of Writing. The particular subgroup requiring attention was the male, free lunch subgroup.

Year	Grade	Holistic Composition	Writing Mechanics	Sentence Formation	Grammar and Usage
2005-06		% Proficient	% Proficient	% Proficient	% Proficient
	5	38.1	50	41.4	35.7
	7	52.2	52.2	59.1	60.2
	10	73.9	46.9	57.8	42.2
2004-05		% Proficient	% Proficient	% Proficient	% Proficient
	5	42.2	32.8	45.3	34.3
	7	44.8	33.7	41	25.3
	10	75	67.1	68.4	55.3
2003-04		% Proficient	% Proficient	% Proficient	% Proficient
	5	42.9	39.5	51.3	52.6
	7	65.1	53	41	44.6
	10	75	75	71.1	63.2

State Alabama Direct Assessment of Writing – Significant data findings are listed below:

Grade 5: the average mean score was 4.28% (between levels 2 & 3) which is at risk for not meeting academic standards for AYP.

- Holistic Composition – All subgroups were over 50% non-proficient.
- Writing Mechanics – Most subgroups were over 50% non-proficient.
- Sentence Formation – Most subgroups were over 50% non-proficient.
- Grammar and Usage- All subgroups were over 50% non-proficient.

Grade 7: the average mean score was 4.75 (almost in level 3) which is at risk for not meeting academic standards for AYP.

- Holistic Composition – Male, black, non-migrant, and non-poverty subgroups were over 50% non-proficient.
- Writing Mechanics – Male, black, and free lunch subgroups were over 50% non-proficient
- Formation – Male and black subgroups were over 50% non-proficient
- Grammar and Usage – Male and black subgroups were over 50% non-proficient

Grade 10: the average mean score was 5.31 % (level 3 standard) which meets the academic standard for AYP.

- Writing Mechanics – Most subgroups were over 50% non-proficient
- Sentence Formation – Male, from lunch, and poverty subgroups were over 50% non-proficient
- Grammar Usage – Most subgroups were over 50% non-proficient

ARMT

The Alabama Reading and Mathematics Test results indicated that grades 7 and 8 had the highest percentage of students who did not meet the proficiency standards (scoring in levels III and IV) in reading and math. Grade 7 had approximately 29% to score below proficiency levels in reading and 71% below proficiency levels in math. In grade 8 scores below proficiency levels were approximately 34% and 54% respectively. In grades 4,5,6,7and 8, there were no level I scores.

Year	Grade	Math	Reading
2005-06		% Proficient	% Proficient
	4	87.1	88.2
	5	72.4	76.3
	6	62.7	66.7
	7	28.7	69.2
	8	46.5	66.2
2004-05		% Proficient	% Proficient
	4	66.3	87.5
	5	82.4	70.6
	6	71.6	85.2
	7	33.7	63.8
	8	65.3	73.3
2003-04		% Proficient	% Proficient
	4	71.8	78.6
	6	53.5	70.1
	8	*	47.4

* *not tested*

Analysis of the ARMT accountability report showed that the male, black, and poverty subgroups had the highest percentages of all subgroups to score in Levels I and II.

Alabama High School Graduation Exam
Grade 12

Year	Language % Passing	Math % Passing	Reading % Passing	Science % Passing	Social Studies % Passing
2005-06	96.8	98.4	95.2	96.8	90.3
2004-05	98.1	96.2	96.2	94.3	92.5
2003-04	94.6	87.5	89.3	92.9	78.6

Alabama High School Graduation Exam
Grade 11

Year	Language % Passing	Math % Passing	Reading % Passing	Science % Passing	Social Studies % Passing
2005-06	77.8	76.1	79.2	85.9	76.4
2004-05	81.4	73.9	87.0	79.7	68.1
2003-04	77.4	74.2	62.9	72.6	77.4

The analysis of the AHSGE scores indicates the following:

- Almost 10% of seniors scored in non-proficient levels (I or II) on the social studies subtest; therefore, this proves to be our greatest concern.
- All other senior subtest scores in non-proficient levels (I or II) are less than 5%.
- The Junior Class of 05-06 showed areas of concern on all subtests and in all subgroups.

Language – Seniors

3.23% of all senior students scored in non-proficient levels in the area of language. The highest subgroup percentages in levels I and II were as follows:

Senior Subgroup	<i>Male</i>	<i>White</i>	<i>Non-Migrant</i>	<i>Non-Limited English Proficiency</i>	<i>Non-Poverty</i>	<i>Poverty</i>
% Non-Proficiency	6.06	3.64	3.23	3.23	3.7	6.25

Science- Seniors

3.23% of all senior students scored in non-proficient levels in the area of science. The highest subgroup percentages in levels I and II were as follows:

Senior Subgroup	<i>Male</i>	<i>White</i>	<i>Non-Migrant</i>	<i>Non-Limited English Proficiency</i>	<i>Non-Poverty</i>
% Non-Proficiency	6.06	3.64	3.23	3.23	3.7

Reading- Seniors

4.84% of all senior students scored in non-proficient levels in the area of reading. The highest subgroup percentages in levels I and II were as follows:

Senior Subgroup	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Non-Migrant</i>	<i>Non-Limited English Proficiency</i>	<i>Non-Poverty</i>
% Non-Proficiency	6.06	3.45	5.45	4.84	4.84	5.56

Math- Seniors

Less than 2% of all senior students scored in non-proficient levels in the area of math. The highest subgroup percentage in levels I and II was Males at 3.03%.

Social Studies-Seniors

9.68% of all senior students scored in non-proficient levels in the area of social studies. The highest subgroup percentages in levels I and II were as follows:

Senior Subgroup	<i>General Education</i>	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Non-Migrant</i>	<i>Non-Limited English Proficiency</i>	<i>Non-Poverty</i>
% Non-Proficiency	6.67	9.09	10.34	9.09	9.68	9.68	9.26

Language- Juniors

22.22% of all juniors scored in non-proficient levels in the area of language. The highest subgroup percentages in levels I and II were as follows:

Senior Subgroup	<i>General Education</i>	<i>Male</i>	<i>Female</i>	<i>Black</i>	<i>White</i>	<i>Non-Migrant</i>	<i>Non-Limited Eng Proficiency</i>	<i>Free Lunch</i>	<i>Non-Poverty</i>	<i>Poverty</i>
% Non-Proficiency	17.91	32.26	14.63	45.45	18.33	22.22	22.22	40	16.28	31.03

Science- Juniors

14.08% of all juniors scored in non-proficient levels in the area of science.
The highest subgroup percentages in levels I and II were as follows:

Junior Subgroup	<i>General Education</i>	<i>Male</i>	<i>Female</i>	<i>Black</i>	<i>White</i>	<i>Non-Migrant</i>	<i>Non-Limited Eng Proficiency</i>	<i>Free Lunch</i>	<i>Non-Poverty</i>	<i>Poverty</i>
% Non-Proficiency	10.61	12.9	15	50	8.3	14.08	14.08	31.58	6.98	25

Reading- Juniors

20.83% of all juniors scored in non-proficient levels in the area of science.
The highest subgroup percentages in levels I and II were as follows:

Junior Subgroup	<i>General Education</i>	<i>Male</i>	<i>Female</i>	<i>Black</i>	<i>White</i>	<i>Non-Migrant</i>	<i>Non-Limited Eng Proficiency</i>	<i>Free Lunch</i>	<i>Non-Poverty</i>	<i>Poverty</i>
% Non-Proficiency	14.93	29.03	14.63	36.36	18.33	20.83	20.83	45	11.63	34.38

Math-Juniors

23.94% of all juniors scored in non-proficient levels in the area of math.
The highest subgroup percentages in levels I and II were as follows:

Junior Subgroup	<i>General Education</i>	<i>Male</i>	<i>Female</i>	<i>Black</i>	<i>White</i>	<i>Non-Migrant</i>	<i>Non-Limited Eng Proficiency</i>	<i>Free Lunch</i>	<i>Non-Poverty</i>	<i>Poverty</i>
% Non-Proficiency	21.21	22.58	25	40	21.67	23.94	23.94	42.11	20.93	28.57

Social Studies- Juniors

23.61% of all juniors scored in non-proficient levels in the area of Social Studies. The highest subgroup percentages in levels I and II were as follows:

Junior Subgroup	<i>General Education</i>	<i>Male</i>	<i>Female</i>	<i>Black</i>	<i>White</i>	<i>Non-Migrant</i>	<i>Non-Limited Eng Proficiency</i>	<i>Free Lunch</i>	<i>Non-Poverty</i>	<i>Poverty</i>
% Non-Proficiency	19.4	22.58	28.13	63.64	16.67	23.61	23.61	50	11.63	41.38

Other Assessment(s)
Saxon Math Assessments
AR Tests
NAEP Assessments
Reading Miscues
Timed Reading Fluency

- 2) An analysis and summary of teacher, principal, and other staff needs by grade level, subject, and student subgroup based on the following:

PEPE results / Highly Qualified Teacher Checklists

PEPE results indicate that

- communication and professional development/leadership were the two main areas where faculty and staff felt a need for improvement.
- 24 teachers, or 83%, fell in the mean score range of 3.0 -3.4.
- five teachers fell in the mean score range of 3.5 – 4.0.
- 100% of the core academic professional staff is highly qualified.

Student Assessment Results (addressed *in #2 Part 1*).

School accountability reports of adequate yearly progress (AYP)

The adequate yearly progress report shows a deficiency in graduation rate. This school met 16 out of 17 goals, or 94.12 percent. Therefore, a part of the Title I plan shall be to establish a Dropout Intervention program:

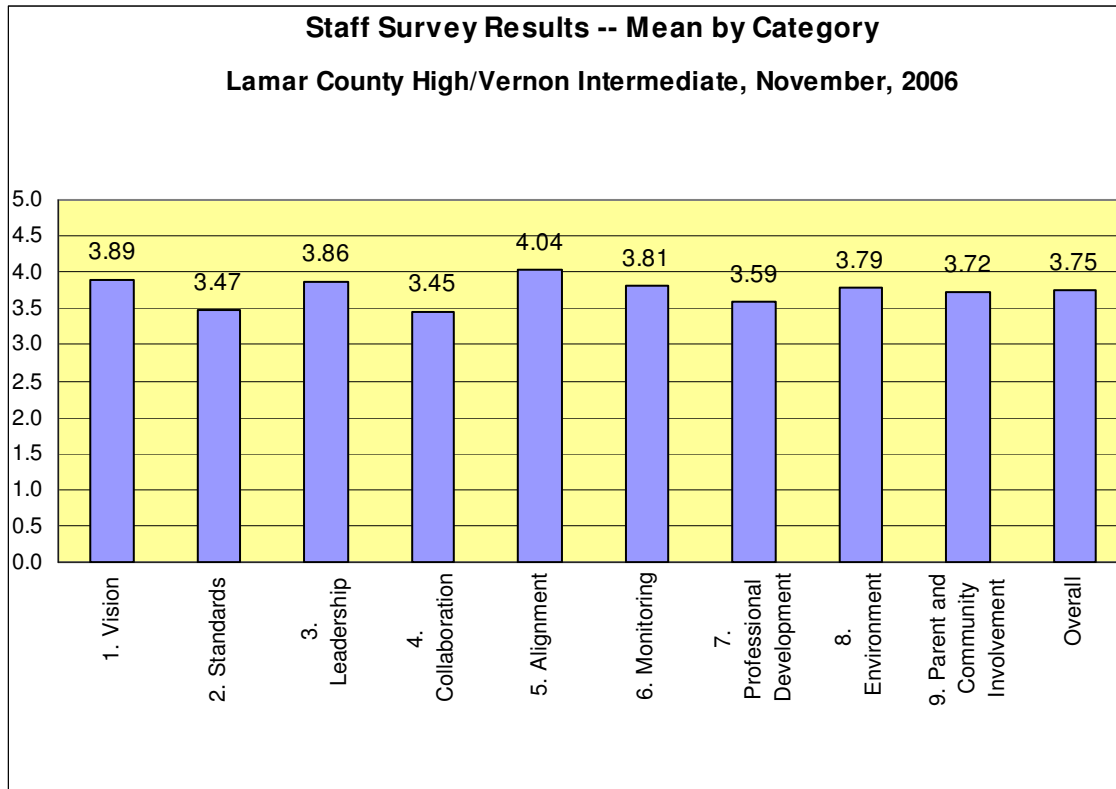
- target each potential dropout with counseling.
- require parent/administration conference to encourage dropouts to enroll in a Home School program or GED program.
- establish a strong follow-up procedure to ensure the student who drops out is placed in Home School or in an alternate school setting upon leaving Lamar County High.
- target at-risk students each grading period in grades 7-8 to prevent future dropouts.
- target the student for one year upon withdrawal to encourage them to further their education.

A copy of the AYP report is included in (Appendix B).

Degree and extent of staff training provided/needed for implementation of reform or improvement strategies.

ARI training has been provided for 4th –6th grade teachers at Vernon Intermediate. NAEP training has been provided and will continue for 4th grade teachers at Vernon Intermediate School. The staff attends self-improvement conferences through Professional Development.

Formal and informal surveys of needs by categories of personnel
 Information from staff surveys indicates that the staff considers the strength of the educational program to be the alignment of the curriculum, instructional materials, and teacher knowledge of the state standards. The area in need of most improvement is collaboration and communication among staff members.



Staff surveys (Appendix I) revealed strengths in the following areas:

- Alignment (4.04 of 5)
 1. curriculum
 2. instructional materials available
 3. knowledge of standards in teaching areas
- Vision (3.89 of 5)
 1. emphasis on student learning
 2. understanding of educational goals
 3. sense of educational purpose
- Leadership (3.86 of 5)
 1. staff accountability
 2. staff leadership
 3. advocate effective instruction for all

Staff surveys revealed most improvement was needed in the following areas:

- Collaboration and Communication (3.45 of 5)
 1. trust among staff
 2. collaboration on what will be taught
 3. regular discussion of teaching issues
- Standards/Expectations (3.47 of 5)
 1. students' ability to learn complex concepts
 2. challenging, rigorous curriculum
 3. use of effective teaching strategies for low-performing students
- Professional Development (3.59 of 5)
 1. leading professional development activities
 2. viewing oneself as a learner
 3. getting help in areas that need improvement

3a) An analysis and summary of student attendance, including analysis of tardies, checkouts, regular absences (excused and unexcused), absences for school-related activities (e.g. athletic events, club-sponsored events, academic competitions, honors activities, “rewards”, etc.).

Statistics for student attendance indicate that the attendance rate meets the standard of 95% set by the No Child Left Behind Act. The numbers include both excused and unexcused absences for grades 4-12.

2005 – 2006 Student Absences

2005-06	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Yearly %
%	96.4	96	95.6	95.6	95.9	94.6	94.4	94.3	94.3	95.26

Statistics for checkouts and school-related absences were not available. Tardies for the year totaled 743 for 4th-6th grades and 4184 for 7th-12th grades. The Title I plan shall include:

- incentives for regular attendance
- recognition for perfect attendance
- early intervention for truancy
- strategies for decreasing tardies

3b) An analysis and summary of teacher attendance, including tardies, checkouts, regular absences, professional development, and other professional leave.

Analyses of teacher attendance records reveal a high level of absenteeism. This pattern indicates that there is an average of over 65.22 absences a month among teachers. This computes to 91.74% daily teacher attendance.

2005 – 2006 Teacher Absences

Leave	<i>Sick</i>	<i>Professional</i>	<i>Personal</i>	<i>Other</i>	<i>Total</i>
Days	414	111	56	6	587

A significant percent of teacher absenteeism was due to chronic extended illness and maternity leave. Therefore, a part of Lamar County High/Vernon Intermediate School Title I plan shall:

- target excessive absenteeism and have teacher-administrator conferences.
- reward for perfect attendance.

4) An analysis and summary of transiency among students, including migratory moves, late enrollments, and transfers within the school year.

The following table shows the movement of students in and out of the school population during the year. Less than half of these moves are the result of families moving to other locations. The majority is the result of students being shuffled from one parent/guardian to another or from discipline/academic problems, which students or parents think will disappear at a different school. Our proximity to Mississippi is evident in the number of transfers out of state. There is no appreciable work for migratory families in the area, however, there were six hurricane Katrina students from the New Orleans area who attended school for a while and returned to their schools before the end of the year.

2005-06	Reentry	Trans out of State	Trans w/i State Chur	Trans w/i State Pri	Trans w/i State Pub	Trans w/i Sys Church	Trans w/i Sys Pri	Trans w/i Sys Pub
4-12 Totals	21	34	1	4	13	2	1	9

5) An analysis and summary of student in-school and out-of-school suspensions, expulsions, and assignments to alternative settings.

An analysis and summary of student in-school and out-of-school suspensions, expulsions, and assignments to alternative settings indicated several factors regarding Lamar County High/Vernon Intermediate School. The 2005-2006 data showed that 40 students in grades 4-12 executed 40 infractions resulting in In-school suspensions. The 2005-2006 data showed that 26 infractions in grades 7-12 resulted in out-of-school suspension. Nine (9) infractions in grades 4-6 resulted in out-of-school suspension. The 2005-2006 data also indicated that in grades 7-12, there were seven alternative school placements. In grades 4-6, there was one alternative school placement. There were no expulsions in grades 4-12 for the 05-06 school term. The 2005-2006 data in grades 7-12 showed corporal punishment used 234 times. In grades 4-6, corporal punishment was used 96 times.

A significant amount of corporal punishment was administered in grades 4-12. Therefore the Lamar County High/Vernon Intermediate School Title I plan shall include:

- more parental contacts and conferences.
- the use of alternative discipline strategies.
- in grades 4-6, recognize a student of the week.

- 6) An analysis and summary of dropout and graduation rates at the high school level.

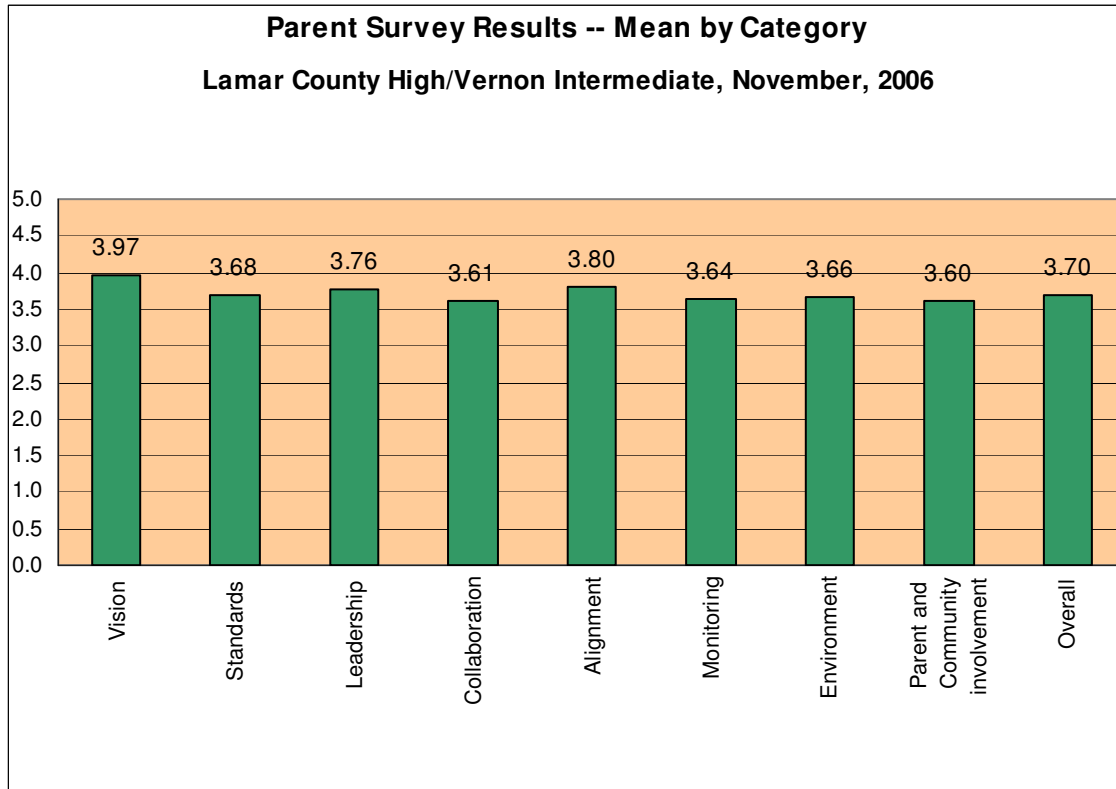
The graduation data for the 2005-06 seniors shows that 90% either earned the requirement for graduation or the equivalent, and 10% failed to earn a diploma or the equivalent. Total high school dropouts during 2005-06 were 21.

2005-06	Diploma	SpEd Certificate	GED	Failed Course	Failed AHSGE	Failed Both	Withdrew	Total
Seniors	56	3	2	2	3	1	1	68

There is concern about the graduation rate. Passing the AHSGE would bring the rate to 94%. Remediation is regularly given to students struggling with the AHSGE, but that does not always resolve the problem. Social and environmental influences in many cases are responsible for failure and dropouts. As of November 15 of this school year, two 12th graders, two 10th graders, and one 9th grader have withdrawn to enter a GED program. One 9th grader has withdrawn to enter a home school program, and one 9th grader dropped out to work. We are made aware of students who successfully complete the GED program, however enrollment in GED and home school programs is not an exact science. The class of 2007 is projected to earn 38 advanced diplomas, 31 standard diplomas, two occupational diplomas, and three SpEd certificates. However, 21 still have parts of the AHSGE to pass, and most dropouts occur during 2nd semester.

- 7) An analysis and summary of (a) parent perceptions of school programs and services and (b) parent needs related to their capacity to assist and participate as active partners in the education of their children, including information about literacy and education levels.

Parent surveys indicate that parents believe the strength of the school program is the clear goals of the school with the primary emphasis on learning. Most need for improvement is in the area of two-way communication between school and families.



Parent surveys revealed strengths in the following areas:

- Vision (3.97 out of 5)
 1. Support for goals of the school
 2. Clear understanding of school's goals
 3. Primary emphasis is learning
- Alignment (3.80 out of 5)
 1. Student understanding
 2. Fair grading procedures
 3. School work meaningful and relevant
- Leadership (3.76 out 5)
 1. Clear understanding of goals
 2. Primary emphasis is learning
 3. Clearly defined purpose

Parent surveys revealed most improvement was needed in the following areas:

- Parent and Community involvement (3.60 out of 5)
 1. Lack of two-way communication between school and families
 2. School's contact of families of struggling students
 3. Need for parents and adults to help at the school
 4. Communication of the school's goals to the community
- Collaboration (3.61 out of 5)
 1. Lack of two-way communication between school and families
 2. Teacher's providing extra help to students
- Monitoring (3.64 out of 5)
 1. School contacts families of struggling students
 2. Teachers adjustments to meet students needs
 3. Help for students to meet higher standards
 4. More detailed feedback about the quality of student work

8) An analysis and summary of the prevalence of "at-risk" factors among students to be served in the school.

Based on the Lamar County LEA Annual "At-Risk" Summary Report (Appendix J), all academic objectives were met, all strategies were implemented, all behavioral objectives were met, and all strategies were implemented. The school uses the following methods to lower the number of "at-risk" students: in-school remediation/tutoring, AHSGE tutoring services, alternative school, summer school, use of Guidance/Counseling services of behavior and classroom management, conflict resolution/anger management, one-on-one sessions, and group sessions. Lamar County High/Vernon Intermediate uses BBSST accommodations, special education programs, speech classes, Tier 2 interventions for low achievers using ARI strategies, and 504 plans to serve "at-risk" students. All 4-6 teachers are ARI trained. The school uses school incident reports including expulsion and suspension data on a weekly, monthly, and annual timeline. The school also uses Truancy programs. Lamar County High School offers vocational/technical training, College Days, and Job Shadowing. Lamar County provides a Headstart program as well as an Extended day program for students that might otherwise become latchkey kids.

- 9) An analysis and summary of the school's existing curriculum, instructional materials, instructional strategies, reform strategies, and extended learning opportunities.

Lamar County High/Vernon Intermediate School curriculum follows the Alabama State Department of Education Courses of Study (ACOS) for each subject area. Textbooks are adopted and approved for purchase by the Lamar County Board of Education. Teachers use the standards and objectives from the SAT-10, ARMT, ADAW, and AHSGE to help students master assessments. Students in the intermediate school are progress monitored by the use of miscues.

Instructional materials accessible to teachers are as follows:

Computers, computer labs for grades 7-12 and grades 4-6, a 7-12 and a 4-6 media center, Accelerated Reader Program in grades 4-6, books, copiers, laminators, and a variety of technology related resources including digital projectors, digital cameras, and aver keys (PC to TV connectors).

The Alabama Reading Initiative (ARI) strategy has been implemented in grades 4-6 for four years, using whole group instruction and small group instruction. The Building Based Student Support Team (BBSST) provides individual strategy plans for students that are not successful in the regular classroom. Extended learning opportunities are provided through after school tutoring in Extended Day, AHSGE tutoring, and a Carbo Reading Program.

10) An analysis and summary of student health issues, school safety, and other issues related to the “well-being” of students and staff.

School nurses are employed by the Bboard of Education. Lamar County High/Vernon Intermediate school has one full-time nurse and two part-time contract nurses. There is a nurse in Vernon every day. Her duties include working with parents, health care providers, staff, and students on the health care needs of the student. She helps develop and implement classroom care plans for students with chronic illnesses. The school nurse performs procedures such as tube feeding, catheterizations and blood sugar checks that are ordered by the student's physician. The school nurse maintains and gives medications provided by parents who have given their permission. Daily first aid is provided for students and staff as needed. Supplies are provided with funds that are budgeted from nurse allocated money. The school nurse is paid under the state allocated nursing funds.

- The school nurse provides training for staff members on infection control, CPR, medication assistant education, and other health related topics as needed.
- The school nurse assists teachers with developing education topics for students on puberty, CPR, HIV education, and other health related topics.
- The school nurse works with the health department to provide flu shots for teachers.
- The school nurse organizes and implements scoliosis screening for students in grades 5-9.
- Yearly health fairs are available to students in grades 4-6 that provide height, weight, hearing, vision, pulse, and blood pressure checks. Education materials and speakers are provided at the health fair on health related topics.
- The school nurse assists with field trips to provide a nurse of a special trained medication assistant to be available as needed for the trip.

The following health related illnesses are present at this school and subject to change. This data is from medical forms filled out by each student's parents at the beginning of the year or upon enrollment for the school year of 2006-2007.

Diabetics-5 students

Seizures-6 students

Allergies-37 students

Asthma-51 students

ADD/ADHD-34 students

Other-26 students (kidney problems, eye problems, Ect)

Medications supplied by parents to be dispensed to their child at school:

ADHD-3
Pain medicine-26
Diastat-2
Insulin pump-1
Insulin-1
Epipen-2
Cough medication-1
Inhalers-12
Eye medication-3
Pancreatitis medication-1
Allergic medication non epipen-6
Stomach-3
B12-1

A copy of the school Safety Plan is provided in Appendix G

B. Does the plan list and briefly describe prioritized needs of the school that will be addressed by the school wide program?

The needs at Lamar County High/Vernon Intermediate are listed below in categories of (1) High Priority, (2) Medium Priority, and (3) Lower Priority.

(1) High priority needs are

- to meet all academic standards for AYP by establishing a dropout intervention program, more in depth analyses of testing deficiencies, and more collaboration across grade levels by professional staff.
- to establish better communication between educational staff members through regular staff meetings.
- to establish better communication between school and community through newsletters, school web site, local newspapers, progress reports, and more individual parent-teacher conferences.
- to increase teacher attendance through incentives.
- professional development training in the use of common technology applications, such as PowerPoint, spreadsheets, word processing.
- equipment for incorporating current technology into lesson plans, such as digital overheads, printers, computers, and software.
- to add another full-time special education teacher.

(2) Medium priority needs are

- to incorporate strategies for decreasing tardies.
- to employ a variety of teaching strategies for low-performing students.
- to encourage more parental involvement in school activities.

(3) Lower priority needs are

- to lower student/teacher ratio.
- more quality, applicable professional development.
- more timely collaboration between parents of struggling students and faculty.

C. Does the plan address the needs of migratory students, limited-English proficient students, students with disabilities, homeless students, neglected/delinquent students, and economically disadvantaged students?

Lamar County does not receive migrant funds. Currently, the system has no identified migratory children. However, if such students enroll in the system, they will be evaluated for Title I services on the same criteria as the other children. Those identified as needing assistance will be provided the appropriate services.

Currently, Lamar County has an ELL (English Language Learners (ELL) plan identified through home language surveys. These limited-English proficient students are eligible to receive Title I, Part A services on the same basis as other children who are selected to receive Title I, Part A services.

The Lamar County School System will provide Title I, Part A services to students with disabilities who are identified as eligible to receive Title I, Part A services on the same basis as other children who are selected to receive Title I, Part A services.

According to the definition of “homeless” students, Lamar County has no students identified for the 2006-2007 school year. Lamar County has an up to date homeless plan in place.

All students, regardless of gender, race, national origin, color, or disability, will be given equal access to participation in the programs conducted by the Lamar County Board of Education. Likewise, children classified as migrant, ELL or limited-English proficient students, neglected or delinquent, and homeless will be identified for services, using the same criteria as for other students in the school system.

3. Description of school wide reform strategies that will help all students meet state proficient and advanced levels of student academic achievement on state content standards: [Section 1114(b)(1)(B)]

A. Does the plan provide opportunities for all students to meet the state's proficient and advanced levels of student academic achievement?

Achievement is promoted through various strategies that incorporate different methods and intensity levels. These strategies provide multiple approaches to achieve academic success. Student progress is monitored throughout the year through grade level meetings (in 4-6) and data exchange of pertinent information between teachers. Any negative change in student performance is addressed through grade level planning, data exchange meetings, referral to BBSST, classroom instructional adjustments, or intervention plans. The following list provides multiple strategies to accommodate different learning styles and to ensure that all children have the opportunity to meet the state's proficient and advanced levels of student academic achievement.

- The Extended Day Program: This program is provided for parents of 4th –6th graders who will pay for additional academic help for their child.
- ARI Strategies (grades 4-6): Scientifically research based strategies help students learn and read to experience success in reading content areas. Proficiency in reading strengthens the school's core academic programs.
- The ARI Reading Coach helps teachers of 4th – 6th graders to understand and incorporate the Alabama Reading Initiative strategies into their subject matter areas and trains teachers to use research-based strategies.
- Title I Reading Teacher provides additional instruction for 4th- 6th grade students.
- There is a gifted program for students in grades 4-6 who qualify.
- Accelerated Reading Program: The intermediate library media center conducts this program to encourage and enable consistent reading habits for 4th – 6th graders.
- The Carbo Program is used to increase reading fluency in grades 4-6.
- Literacy Place Intervention Materials are scientifically based research reading intervention materials that help remediate at-risk students in grades 4-6.
- Intervention plans: The teachers base their intervention plans on research-based reading strategies, test scores, and teacher observation. These indicators lead to individualized help for students with specific needs.
- Student Tutors—Students in grades 4-12 work with an assigned student to provide additional help in any academic area of concern.
- After School Tutoring: This service is made available to those students who may need extra help.
- Supplemental Tutoring Services can be offered through the school system upon parental request. This service may be provided during the school day when the child has available time.
- AHSGE tutoring is offered during the instructional day as well as after school hours to provide remediation and practice for the AHSGE.

- AHSGE tutoring is offered through the “Practice to Fluency” program which is an online remediation program to which Lamar County Schools subscribe.
- Students may also use the ACCESS program to earn credits for graduation online.
- Different Diploma Types: The advanced diploma, the standard diploma, the occupational diploma, and the certificate of attendance (based on IEP stipulations) allow each student to succeed based on varying levels of ability and potential. Seniors may also choose to earn an Alternate Adult Diploma which is an online service supplied by Bevil State Community College.
- Cooperative Learning—Students work in small groups to complete group projects or assignments.
- Building Based Student Support Team (BBSST) accommodations are written for students that are at-risk of failing.
- The 504 Committee addresses the needs of students who may have special needs that would hinder their educational achievement. Individualized accommodations are planned to facilitate each student’s academic success.
- Report Cards are sent every six to nine weeks for students in grades 4-12 to inform parents of student progress. This allows the parents to become more involved in the educational process if the grades reflected that need.
- Computer Access: The availability of computers in both the classroom and the library media centers allows students to test their progress in various academic subjects, use computer programs that provide remediation, and do reports and research projects.
- Assessment Materials: Informal materials are used to help determine skill weakness and monitor progress toward objectives.
- Learning Styles: Learning materials that are appealing and that address different learning styles are used in all subject areas.
- Report card grades and progress monitoring techniques determine if the needs of each student have been identified and met. Student scores on the SAT10, ARMT, ADAW and the AHSGE will be used to determine the success of these interventions.

- B. Does the plan describe specifically the services that will be provided through the school wide program to migrant, limited English-proficient, homeless, economically disadvantaged, and neglected/delinquent students?

Services are in place to serve the needs of migratory students, limited-English proficient students, students with disabilities, homeless students, neglected/delinquent students, and economically disadvantaged students. All of the aforementioned groups must have equal access to the same free appropriate public education provided to the other children and youth. Such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are being held without being stigmatized or isolated.

These students will be served in the following manner:

- School counselors identify migrant students upon enrollment. All new students are given a Migrant Education Survey to be completed by the parent or guardian and returned to the school. The school personnel will provide directions and assistance in securing all pertinent materials (immunization, social security cards, etc.). 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 Building Based Student Support Team. The District will report, upon request, the number of migrant students in the District to the Alabama Department of Education.
- Limited-English proficient students will be identified by the school counselor. All new students are given a Home Language Survey to be completed by the parent or guardian upon enrollment. If the Home Language Survey indicates that a language other than English is spoken at home, then the students are screened using the ACCESS screener 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 State of Alabama for students identified as LEP in the areas of transportation, immunization, residency, birth certificates, school records, and guardianship will be followed. Placement of the LEP student will be in the best interest of the child. An itinerant teacher's aide will serve the students at Lamar County High/Intermediate School. Parents or guardians will be provided with information about the program and the appeal procedures utilized by the school concerning placement or other procedures that affect the placement of ELL students. Translators may be used to communicate with parents and students. The District will report, upon request, the number of LEP students in the District to the Alabama Department of Education. The LEP student will remain in the program until he/she tests proficient on the ACCESS and scores in the 40th percentile in the state assessment for his/her grade level. The LEP Committee will review the student's progress to determine whether the student should exit the program. The LEP Committee will review the student's progress

- annually or more frequently if the student experiences academic difficulty. A student that exits the program will be monitored for a period of two years.
- Students with disabilities are identified through procedures established by the Alabama State Department of Education. Once a student is identified for special education services, he/she is served according to the Individualized Education Plan (IEP) developed by the IEP team. A student identified for special education services receives instruction and has access to all other educational programs offered by the District. Modification and accommodations are made to allow students to participate in the activities and daily routines of the school. The students are served by the Lamar County High/Intermediate School staff or other non-school based specialized personnel, as needed. The District will report, upon request, the number of students with disabilities in the District to the Alabama Department of Education.
 - Currently, there are no homeless students at Lamar County High/Intermediate School. The school counselors are trained to identify homeless students. When a homeless student enrolls in school, support will be provided to the LEA through other agencies, such as the Department of Human Resources. The LEA will provide support through the Title I Program. Homeless students will not be denied transportation or instructional services due to a lack of supplies or any other right as a student due to their status as homeless, in accordance with the McKinney Homeless Assistance Act. The District will report, upon request, the number of students identified as homeless in the District to the Alabama Department of Education.
 - Currently, there are no neglected/delinquent students enrolled in Lamar County High/Intermediate School. There is no facility that serves neglected/delinquent students in the Lamar County School District. In the event that Neglected and Delinquent agencies are established in the Lamar County High/Intermediate School attendance zone, students will be served, as needed. A formal agreement will be written between the institution and the Lamar County Board of Education regarding the services to be provided. Students will be provided a free appropriate education, regardless of gender, race, religious beliefs, national origin, ethnic group, disability, or other protected status. The District will report, upon request, the number of students identified as neglected/delinquent in the District to the Alabama Department of Education.
 - Economically disadvantaged students are identified through the completion of the application for free/reduced lunch. Students that are identified as economically disadvantaged have access to all programs and services, without regard to economic status. The District will report, upon request, the number of students identified as economically disadvantaged in the District to the Alabama Department of Education.

C. Does the plan describe effective methods and instructional strategies that are based on scientifically based research and that strengthen the core academic program in the school?

Effective methods and instructional strategies that are based on scientifically based research and that strengthen the core academic program at Lamar County High/Vernon Intermediate School are as follows:

- ARI Trained Teachers
- ARI Reading Coach
- Grades 4-6 Literacy Place
- Intermediate teachers use strategies prescribed by the Alabama Reading Initiative.
- Power Reading Fluency (Carbo)
- Miscue Analysis Assessment
- Accelerated Reader Program
- Saxon Math
- Basic skills courses for 7th and 8th grade
- Tutoring and mentoring programs
- Building Based Student Support Team
- 504 Committee

D. Does the plan describe effective methods and instructional strategies that are based on scientifically based research and that increase the amount and quality of learning time? (Each school wide program must provide high quality learning opportunities and extend beyond the regular school day.)

Tactics that incorporate a diversity of learning strategies are employed to maintain diverse procedures to advance academic success. Intervention programs for all topics, 4th-12th grades, will be accessible to all students determined in jeopardy. Reading intervention classes in grades 4-6 meet daily with the goal of each student reading on their grade level. These classes are assisted by the Title I teacher. Teachers of grades 4th-6th meet each week to analyze and plot strategies to fulfill the requirements of the students. BBSST makes modifications for students that perform unsatisfactorily in the regular classroom setting. After-school tutoring and supplemental services are available to any student requiring additional services. The AHSGE remediation is offered weekly to students seeking reinforcement. Assessment and progress monitoring (ARMT, NAEP) are used to help determine skill weaknesses and measure progress. Miscue Analysis, for grades 4-6, is also a tool used for assessing students. Progress reports and report cards are used to track student progress and keep parents informed about their child's progress.

- E. Does the plan describe effective methods and instructional strategies that are based on scientifically based research and that include strategies for meeting the educational needs of historically underserved populations? (Examples: migrant students, economically disadvantaged students, and minority students.)

A variety of methods and strategies are used to promote academic achievement among populations that have traditionally been underserved. Teachers, counselors, and administrators research and evaluate grades and standardized test scores based on the demographic information concerning all students to determine if the educational needs of the historically underserved are being met.

Those students showing poor achievement can benefit from numerous programs designed to make them stronger academically as they progress through school. Many of the problems that plague these students stem from poor reading skills; therefore, instructional strategies based on scientific research are used to target reading instruction. At the fourth through sixth grade level, Alabama Reading Initiative strategies are carried over from elementary to help low-achieving students become better readers and strengthen reading in the content areas as they continue their education.

For seventh and eighth graders who are struggling to meet academic requirements, remediation in all subject areas, including reading instruction, is incorporated into basic skills classes. Services for students who require extra intervention can be provided by a reading coach. Further assistance can be gained through BBSST and the development of 504 plans that make accommodations to ensure the academic success of the historically underserved population.

- F. Does the plan include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school wide program? (See Section 1114(b)(1)(B)(iii))

Lamar County High/Intermediate School has instructional strategies in place to meet the needs of all students, but particularly the needs of low-achieving students, those at risk of not meeting standards, and those at risk of dropping out. Lamar County High/Intermediate School uses the following strategies:

- encourages participation in vocational/technical training/co-op programs.
- offers seniors two excused absences per year to visit a college or vocational/technical school.
- encourages participation in extracurricular clubs, activities, teams, etc.
- offers motivational speakers with appropriate peer interaction.
- hosts a Career Day for 9th grade students in an effort to help students choose a potential career path before the age of 16.
- participates in the Upward Bound and Educational Talent Search programs at Bevil State Community College.
- offers after-school tutoring programs for remediation as well as help for students who need extra help with their current classes
- offers intensive intervention by resource teacher(s) for Special Education students who are not proficient in reading and/or math.

G. Does the plan describe reform strategies that are consistent with, and are designed to implement state initiatives and local improvement plans?

Reform strategies that are consistent with and are designed to implement state initiatives and local improvement plans are listed below based on pre-determined and prioritized need:

- To meet all academic standards for AYP:
 - In the high school grades, there are several remediation programs in place for AHSGE (“Practice To Fluency” online, AHSGE Desktop Tutor software, ACCESS online courses, Alternate Adult Diploma online, after-school tutoring by certified teachers in addition to the thorough review of subject area information in the regular classroom.
 - Strategies in use in the intermediate grades include the Alabama Reading Initiative, strict adherence to the Alabama Courses of Study, the use of practice tests in all subject areas of the ARMT and SAT, services of the Title I teacher for additional instruction for students at risk in math and reading, and use of Literacy Place and Power Reading Fluency (Carbo) materials,
 - Regular staff meetings will improve communication between teachers across grade levels to reinforce the academic objectives by which student are evaluated.
 - Regular communication with the parents and the community through newsletters, school web site, local newspapers, and individual progress reports and parent-teacher conferences should increase public understanding of the importance of meeting these academic standards.
- A request to the local board of education will be made to address the need for an incentive for improved teacher attendance. Suggestions for the incentive (1) one bonus day of leave for any teacher achieving perfect attendance for a semester (2) a monetary reward for any teacher achieving perfect attendance for a semester.
- A request to the central office staff for professional development in the area of technology applications will satisfy our staff development needs.
- The use of Title I funds school wide will provide more equipment for incorporating technology into classroom instruction.
- Administrators will collaborate to develop strategies for reducing tardies.
- Regular communication with the parents and the community through newsletters, school and county web sites, local newspapers, individual progress reports, and individual parent-teacher conferences will encourage their involvement in school activities and promote open communication between the school and its stakeholders.
- Request that the BOE replace the special education position that we lost in 2005-06.
- The principal will establish a schedule for regular departmental (7-12) and grade level (4-6) meetings and regular faculty meetings to improve communication and collaboration among staff members.

H. Does the plan address how the school will determine if identified needs of all students have been met?

Determination of whether identified needs of all students have been met will be accomplished through:

- Parent Surveys
- Students Surveys
- Teacher Surveys
- SAT 10 (to assess reading and math in grades 4-8)
- ARMT (to assess reading and math in grades 4-8)
- AHSGE (to assess reading, math, science, social studies, and language in grades 10-12)
- Yearly measurement of following benchmarks:
 - decrease in percentage of students scoring in Levels I and II on ARMT subjects
 - decrease in percentage of students scoring in Levels I and II on the Alabama Direct Assessment of Writing
 - a graduation rate greater than 81% for the school year ending May 2007

4. Instruction by highly qualified teachers: [Section 1114(b)(1)(C)]

- A. Does the plan describe how personnel staffing decisions are made to ensure that instruction is provided by highly qualified teachers to address the prioritized academic needs of students?

Staffing decisions are based primarily on certification status and experience. The individual strengths of teachers are assessed and matched as closely as possible to the individual needs of the students. An interview process conducted by a panel including the superintendent, the principal, the curriculum coordinator, and select members of the Board of Education fills a potential job. A possible candidate is hired based on the highest level of degree received, highly qualified status, and the interview process. Once a teacher has been hired, a “new teacher” orientation is conducted at the beginning of the school year to discuss system policies and procedures. The policies and procedures of the school system are thoroughly discussed and any questions about procedures are answered at this time. New teachers are encouraged to work with an experienced teacher who will mentor them during their first year.

B. Does the plan describe the extent to which instructional staff are well qualified, trained, and assigned to implement reform strategies in a way that builds upon identified strengths and responds to identified needs?

Lamar County High School/Vernon Intermediate School has 46 certified employees. The highest levels of degrees held by the school's professional staff is as follows:

- 15 hold Bachelor's degrees
- 29 hold Master's degrees
- 1 holds an Educational Specialist degree
- 1 holds a Double A

The school's professional staff is broken into the following categories:

- 1 principal
- 1 assistant principal
- 13.5 high school classroom teachers
- 13 intermediate classroom teachers
- 1 Title I teacher
- 4 physical education teachers
- 1.5 counselors
- 1.5 media specialists
- 4 consultative special education teachers
- 1 music/band director
- 1 itinerant speech pathologist
- 1 itinerant reading coach
- 1 itinerant gifted teacher

All Lamar County High/Vernon Intermediate School faculty members are highly qualified.

ARI training has been provided for 4th- 6th grade teachers at Vernon Intermediate. NAEP training has been provided and will continue for 4th grade teachers at Vernon Intermediate School. Staff attends self-improvement conferences through Professional Development.

All Lamar County High School non-tenure teachers are evaluated on a year-to-year basis until they receive tenure. Once a teacher is a tenured, he/she is evaluated on a three-year cycle following the Alabama Professional Education Personnel Program.

The Lamar County High/Vernon Intermediate School has 4 instructional aides. Each instructional aide meets the criteria set by the state for highly qualified paraprofessionals.

The Lamar County Board of Education strives to hire new teachers who have already met the requirements for highly qualified status.

5. High-quality and ongoing professional development: [Section 1114(b)(1)(D)]

Are high-quality, effective, scientifically-research based professional development activities planned for teachers, principals, and paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff to enable all students in the school to meet the state's student academic achievement standards?

(The annual LEA professional development plan and the school professional development plan must clearly describe the professional development activities that will be conducted and the groups or categories of personnel that will participate in the activities. Activities must adhere to the state's "Principles of Effective Professional Development" and must be aligned with the state's academic content standards and teacher and student needs identified in the comprehensive needs assessment.)

LEA and Lamar County High/Vernon Intermediate School Professional Development Plans are in Appendix N.

Lamar County Schools have identified as their number one LEA Professional Development Goal to increase the percentage of students passing all parts of the AHSGE to meet the State Annual Measurable Achievement Objective of 90%. To meet this goal, academic subject teachers (9-12) will receive:

- AHSGE training by attending conferences and workshops (9-12)
- Hollandays Publishing Corporation software (AHSGE) training (9-12)
- Hollandays Overhead Transparencies "Question of the Day"
- District level communication and collaboration between faculty (9-12)

The second LEA Professional Development Goal identified by Lamar County Schools is to increase the percent of high school students graduating to the State Annual Measurable Achievement Objective of 90%. The dropout rate will improve toward the goal of less than 10% as indicated by the State Annual Measurable Achievement Objective. To achieve these goals high school (9-12) teachers and administrators will:

- Attend AYP accountability training
- Attend conferences/workshops to help identify at-risk students
- Communication and collaboration within and across grade levels to review dropout data and discuss strategies
- Participate in seminars: "Failure is Not an Option" and "Courageous Leadership for School Success"

The third LEA Professional Development Goal is to increase the number/percent of students performing at Level III or above for the SPE subgroup in grade spans 3-5 and 6-8 in reading to reach the State Annual Measurable Achievement Objective. To meet this objective teachers in grades 6-8 will:

- Attend workshops/conferences to identify areas of need (6-8)

- Be given release time to visit other productive classrooms (4-8)
- Implement a variety of book studies: Literacy Work Stations by Diller, IRA Literacy Study Reading Comprehension Module, and The Comprehension Toolkit by Harvey and Goudvis (4-8)
- Attend Dyslexia: A Learning Difference training (4-12)
- Attend other learning disability/ reading problems training (4-12)
- Attend monthly data grade level meetings and weekly coaching meetings (6-8)
- MISCUE analysis training (4-6)
- Attend training on NAEP data analysis (4-6)
- Attend training for improvement of reading instruction across the curriculum.

The fourth LEA Professional Development Goal is to increase the percent of students performing at Level III or above in grades 3-8 (with a focus on 7th and 8th grade) on the ARMT in order to reach the State Measurable Achievement Objective. To achieve this goal, faculty in grades 4-8 will:

- Communicate and collaborate within grade levels/subject levels and across grade levels/subject levels to review data and discuss solutions for improvement (4-8)
- Attend workshops on effective math teaching (4-8)
- Participate in e-learning digital workshops (4-8)
- Attend accelerated math training (4-8)
- Attend ARMT training (4-8)

In addition to the above county wide professional development goals, faculty and staff participate in other professional development activities both on and off campus including:

- PEPE Evaluations (4-12)
- Title I Planning Committees (4-12)
- Technology Workshops (4-12)
- Classroom Management and Discipline Workshops(4-12)
- SACS meetings (4-12)
- AEA Conference Workshops
- Science In Motion training/workshops (chemistry and physics teacher)
- Alabama Educational Technology Symposium
- Counseling and Guidance Seminars
- Special Education Training Sessions

6. Strategies to attract high-quality, highly qualified teachers to high-need schools:
[Section 1114(b)(1)(E)]

Does the plan include strategies to attract and/or to assign effective, highly qualified teachers to the school?

Strategies to attract highly qualified teachers to high need schools include:

- designate one administrator as a single point of contact for all issues dealing with highly qualified status
- Consider changing teacher assignments within the school or school system in order that all positions are filled by highly qualified teachers.
- Conduct a meeting with every teacher who is not yet highly qualified to develop a plan that will get them highly qualified
- Schedule and conduct periodic checks for completion of agreed upon actions
- Send certified letter to teachers not highly qualified to warn of possible termination..
- Offer reimbursement for the expenses related to taking the state approved Praxis II test or for taking content-related college-level courses
- The local superintendent or his/her designee will notify the LEA's designated specialist in the SDE Federal Programs Section and the Teacher Certification section of the need to hire a non-highly qualified teacher.
- The LEA will attempt to recruit only teachers that are highly qualified for the position needing to be filled. If no highly qualified teacher can be found then the LEA will select the best teacher for employment. The LEA will include in the agreement a commitment by the teacher to fulfill requirements of a mutually agreed upon plan to achieve highly qualified status. The teacher will have to use the most expedient option and no later than the upcoming school year
- The LEA will make sure that the teacher receives the proper instruction and support that is needed for the teacher to teach
- The LEA will provide support in the area of content knowledge that is needed in order for the teaching assignment to be fulfilled.
- Select staff will meet with community and business leaders to develop incentives for attracting highly qualified teachers to our area
- Select staff will attend job fairs and college recruitment days to strategically recruit highly qualified teachers to Lamar County
- Local job openings will be posted on the LEA's newly designed website and on the Crimson Careers website at the University of Alabama
- Local staff will meet with local juniors and seniors to encourage them to pursue a career in education especially in the fields of math and science
- Local universities will be contacted to discuss the possibility of a stipend for science and math student teacher placements. This will give the LEA the opportunity to offer math and science positions to candidates that are already familiar with the district.
- The LEA will begin the hiring process early by recruiting at local universities and issuing intent to hire letters to prospective applicants for probable vacancies.
- A mentoring program will be put in place.

7. Strategies to increase parental involvement: [Section 1114(b)(1)(F)]

A. Does the plan include effective strategies that will strengthen the quantity and quality of parental and family involvement? (If family literacy is identified, as a need in the comprehensive needs assessment, the plan must address how family literacy services will be provided by the school wide program.)

The Title I Plan at Lamar County High School/Vernon Intermediate includes effective strategies that will strengthen the quantity and quality of parental and family involvement by providing an explanation of

- the school's curriculum
- the state's academic content standards
- the state's student achievement standards
- both state and local assessments
- the requirements of Title I
- how to monitor their child's progress and work with teachers
- offering adult literacy classes for parents/guardians in reading, math, and computer skills

Effective strategies are:

- Countywide Parent-Teacher Conference Day
- Various Surveys
- Book Fair volunteers
- Newsletters from teachers
- School website
- Progress reports
- Six week and nine week report cards
- Veteran's Day Program
- Open House
- Orientation
- Physical Fitness Awards Program
- Title 1 Parent Meetings
- Various fundraisers
- Grade-level parent meetings
- Field trips
- Lunch time visits
- Classroom activities
- Red-ribbon week
- Band Boosters
- Athletic Boosters
- Spelling Bee
- Pageants

B. Does the plan describe how parental involvement requirements in Section 1118 will be met?

The Lamar County High School/Vernon Intermediate School wide Title 1 plan describes how parental involvement requirements in Section 1118 will be met through the Lamar County High/Vernon Intermediate School Parental Involvement Plan (Appendix E) for the 2007 – 2008 school year. Lamar County High School/Vernon Intermediate will accomplish much of this through the first Open House meeting at the beginning of the school year. At that time, parents will receive an overview of

- the state academic content standards
- the state academic achievement standards
- the Title I program
- what services will be offered
- the parents' right to be involved in their child's education and to understand the method of assessment
- the parents' role in helping their child succeed
- the School-Parent Compact

Parents will also have the opportunity to attend parent workshops and PTO conferences. The school and LEA are required to build the capacity of parents and school staff for strong parental involvement by

- conducting other activities, as appropriate and feasible, such as, parent resource centers where parents can learn about child development and child rearing to help them become full partners in the education of their children.
- ensuring, to the extent possible, that information related to school and parent programs, meetings, and other activities is sent to the home of participating children in the language parents can understand.

Lamar County High School/Vernon Intermediate will strive to inform and involve the parents of students participating in the Title I program in the following ways:

- Notice of Title I services will be sent home, in an understandable format, via the students.
- Parents will receive an invitation via letter and through the school newsletter and local newspaper to the Annual Title I planning meeting.
- Meetings will be set at flexible/convenient times.
- Upon request, parent meetings will be called to discuss any and all concerns.
- Parents will join in school/parent compacts to ensure academic success.
- Frequent progress reports will be provided for parents.
- Upon request or as needed, a translator will be provided for parents of ELL students.

Lamar County High School/Vernon Intermediate has included involvement strategies that satisfy the requirements of Section 1118 in its Title I School wide Plan. These strategies are as follows:

- Annual meeting for all parents to receive Title I information
- Parent-teacher conferences
- Parent-principal conferences
- PTO meetings
- Parent-School Compacts/Contracts
- Parent-School-Community Involvement

The school wide parental involvement component must include, at a minimum:

- 1) A description of how parents of students in the school are/were involved in the development of the written LEA Parent Involvement Plan/Policy, how that plan/policy was distributed to parents in the school, and how the parents participate in the required annual evaluation of the content and effectiveness of the LEA Parental Involvement Plan/Policy. (A copy of the approval LEA Parental Involvement Plan should be appended to the school wide program plan.)

The Lamar County Board of Education believes in involving parents in all aspects of its Title 1 Program. Lamar County High School/Vernon Intermediate has parent representatives from our school on the LEA Title 1 Committee. These parents help formulate the plan, budget funds, and revise yearly the LEA's Parent Involvement Policy (Appendix D). The Parent Advisory Committee is involved in the planning, review, and improvement of the parental involvement program. The committee conducts an evaluation meeting at the end of the school year to determine the effectiveness of the Parent Involvement Program and policies. Questionnaires are used to survey the effectiveness of the program. The results are utilized to revise policies and improve the program. Survey data and data gathered from the end-of-year meeting will be used for planning for the upcoming year. Title I policies are included (in summary form) in the Student Code of Conduct booklet, published prior to the opening of school in the local newspaper, and is on file (in its entirety) in the school's office, the Superintendent's office, and school's library media center for public viewing. The Code of Conduct booklet is sent to every parent at the beginning of each school year.

- 2a) A description of how the school will use its portion of the 95% of the LEA reservation of funds – 1 % of the LEA’s allocation unless the allocation is less than \$500,000 – that must be distributed to schools to carry out Section 1118 requirements, including family literacy and parenting skills.

The School wide Committee makes decisions as to how the funds are to be used. This committee consists of the principal, the assistant principal, three to four teachers, school counselors, a vocational teacher, and two to three parents. Under Section 1118 requirements, allocation of funds must be used for family literacy and parenting skills. These federal, state, and local funds are used for

- Title I Newsletter, written in English and Spanish (Appendix H)
- parent support training in IEP meetings
- 504 Plan meetings
- PTA/PTO meetings
- student handbooks to offer parents help regarding parenting issues
- Stamps – mail out information to parents
- Paper – to copy and print information for parents
- Student Agendas – for 7th and 8th grade students and parents – To help parents plan students education and keep them informed

- 2b) A description of how parents of students in the school will be involved in decisions regarding how parent involvement funds will be used.

Parents will be surveyed to identify any wants or needs. Parents who are committee members will be aware of these requests and will ensure their inclusion in the discussion of the plan’s budget. Our Parent Advisory Committee helps formulate ideas and determine where and how our funds for parental involvement may be spent.

- 3) A description of how parents of students in the school are/were involved in The development of the written School Parent Involvement Plan section, how that plan is/was distributed to parents in the school, and how parents participate in the periodic evaluation of the content and effectiveness of the School Parent Involvement Plan section.

Lamar County High School/Vernon Intermediate believes in involving parents in all aspects of its Title 1 programs. Parents on the committee help formulate the plan, budget funds, and revise yearly the school’s Parent Involvement Plan (Appendix E). At the school level, a spring evaluation of the plan will allow these committee members to periodically evaluate the plan. Also, survey of plan effectiveness will be administered annually to parents, as well as periodic meetings with concerned parents. The parental involvement plan is distributed to parents at Open House and at the Annual Meeting.

- 4) A description of procedures that are employed to allow parents to make and submit (to the SDE) comments if they disagree with any aspect or component of the LEA's Consolidated Application for NCLB funds. [See Section 1118(b)(4).]

When and if a parent (committee member or other) disagrees with any part of the plan, that parent will be given SDE contact information from the school or from the LEA. The school's Parent Involvement Plan (Appendix E) will be sent home to parents at the beginning of the year and is on file in the school's office, counselor's office, and library for public viewing.
(Also, see response to question 6 for procedures.)

- 5) A description of how the school will:
 - (a) convene an annual meeting, that will encourage and facilitate parent attendance, for the purpose of informing parents about the school wide program and Title I requirements and offerings.
 - (b) Offer a flexible number and format of parent meetings.
 - (c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school wide program.
 - (d) Provide parents (1) timely information about program; (2) a description and explanation of the school's curriculum, student assessments, and student achievement expectations; and (3) if requested by parents, opportunities for regular meetings to review and assist in improving student progress.

Federal funds are used in the school to help decrease the gaps in student achievement. One of the most important parts of being successful in this goal is to have parent involvement. Parent involvement is one of the major components that impact the school's Title I plan. The school is required and encouraged to provide parents with various opportunities to be involved in their child's education since the funding comes in part from federal Title I funds. Lamar County High/Vernon Intermediate School will attempt to involve parents in Title Program planning in a variety of ways. The following activities will be used to provide parent input in planning, evaluating, and operating Title Programs to best benefit the students involved:

- On June 5, 2007, the annual parent meeting is scheduled at 8:30 a.m. and again at 5:30 p.m. to inform parents of the school's participation in the Title I program, the requirements of the Title I plan, and the rights of the parents to be involved. Parents will be notified of the meeting times by letters carried home by the students, and the information will be posted on the school web site and in the local newspaper.
- Open house is designed to introduce parents and students with teachers and to inform parents of the Title 1 Program. At the annual meeting and the open house, parents will be given information on the Title 1 programs, the curriculum, and how their child will be assessed. Parents will also learn how to schedule meetings with teachers and how to become involved

in decisions related to their child's education. Parents may come by the school any day between the hours of 8:00 a.m. and 2:30 p.m. to meet with the principal or other School Wide Plan Committee member for disbursement of information or for a conference regarding Title 1 services.

- Parents are also given a copy of the student handbook at the beginning of the school year.
- Parents may contribute to the planning process at all meetings, and there will be parent members on the planning committee.
- Parents will be encouraged to attend PTO meetings to discuss progress and learn details of the Title 1 Program. PTO programs are developed for grades 4 - 8.
- Parents will be encouraged to attend Parent/Teacher Conference days held each year. A parent/teacher conference day is designated by the Lamar County Board of Education at which time pamphlets are available to parents in need of guidance. Teachers are available for parent/teacher conferences.
- Parents will be encouraged to contact teachers and make appointments throughout the year to check progress of students. An open-door policy is designed for the guidance counseling programs and school issues throughout the year.
- Parents will be asked to sign parent/student compacts to insure the education of the student and provide parent input in helping children succeed.
- Parents will be asked to help with homework and other assignments.
- Parents will be informed of the progress of students and how the program is benefiting them. Parental surveys are sent for parental input in counseling programs and school issues.
- Parents are encouraged to support the programs provided. In grades 4-6 parental involvement is required for the book fair, the spelling bee, field trips, and for club trips.
- Report cards and progress reports will be used to measure student's progress and proficiency levels that students are expected to meet.
- Parents are encouraged to keep in constant communication with the Title I planning committee at the school. Parents are given an opportunity to write comments on report cards or make appointments with their teachers. Any parental request will be addressed in a timely manner.
- Newsletters are given to students for student/parent awareness of school curricula and upcoming events. The newsletters are written in both English and Spanish.
- School calendars, newsletter, web page, and/or weekly school/home folders will be used to help convey information to parents.
- Senior parent meetings, class night and graduation ceremonies, ring ceremonies, diploma options meetings, academic and career planning meetings, pep rallies, Beta club and Honor Society inductions, Veteran's Day program, Awards Day programs, band and athletic boosters programs, Red Ribbon Week, and all other school assemblies involve

- parental support.
- Pictures and news articles about school activities strengthen parental involvement and community awareness.

- 6) A description of procedures that are employed to allow parents to make and submit (to the LEA) their comments of dis-satisfaction with the School Parent Involvement Plan section when it is submitted to the LEA.

Each year in addition to periodic meetings with concerned parents, an effectiveness survey will be conducted to evaluate the Title I plan. When and if a parent disagrees with any part of the plan, he or she will be given LEA contact information from the school. The school Parent Involvement Policy will be sent home to parents at the beginning of the year and is on file (in its entirety) in the school's office and library media center for public viewing.

Procedures are in place for parents to make and submit to the SDE any comments of disagreement with any aspect or component of the Consolidated Application for the NCLB funding are as follows

- The disagreement must be made in writing to the Lamar County Board of Education Director of Federal Programs to the address below:

Lamar County Board of Education
Director of Federal Programs
P.O. Box 1379
Vernon, AL 35592

- The disagreement will be kept confidential.
- The disagreement will be read and discussed with School Superintendent and Board Members, as needed.
- Appropriate action will be taken if resolution can be made from LEA.
- If resolution cannot be made with LEA, the disagreement will be included with the submission of the NCLB Consolidated Application to the SDE.

The SDE will respond to the disagreement, as they deem appropriate.
(See Student Handbook Appendix M)

- 7) A description of the School-Parent Compact that describes how parents, the school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve or exceed proficiency on state's academic content standards. (See Section -1118(d) for required contents of the School-Parent Compact.) School-Parent Compacts should be (1) retained at the school for use by teachers in working with parents and students; (2) customized, at a minimum, for the school and grade-level; and (3) updated annually.
- A copy of the School-Parent Compact: (Appendix C)
 - The school shall develop a school-parent compact that outlines how parents, the entire school staff, and the students will share the responsibility for improved student achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.
 - Parents are given a copy of the new compact at the beginning of the school year. The compact is explained to the parents and they are asked to sign the compact and return to their child's teacher. The signature shows their commitment to working with the school and their child. The compact is updated annually as new ideas and concerns are addressed.
 - In May the school shall conduct an evaluation meeting in order to determine the effectiveness of the parental involvement program and policies. Planning for the future development of the program/policies will be determined by the compilation of data from surveys and suggestions from this meeting.
 - The results of the annual evaluation shall be utilized to revise policies, if necessary, and to increase the scope of the policy/program.
 - The policy shall be distributed to all parents in the school.

- 8) A description of how school, with assistance and support from the LEA, will build capacity for parental involvement. (See Section 1118(e), requirements for capacity building. The requirements include six (6) “shall” statements and eight (8) “may” statements.

Lamar County High School/Vernon Intermediate believes in building capacity for parental involvement. Therefore, we shall adhere to the following statements that will enhance our parental involvement.

- We shall provide assistance to participating parents in understanding the National Education Goals, state content and performance standards, state and local assessments, Title I requirements, how to monitor their children’s progress, how to work with educators to improve the performance of their children, and how they can participate in decisions relating to the education of their children, through school newsletters, school website, parent conferences, and scheduled meetings.
- We shall send home report cards every six weeks to high school students and every nine weeks to elementary students.
- We shall send progress reports home every three weeks for students in grades 7 – 12.
- We shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities using AR and ARI Reading Programs along 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.
- We shall ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is sent to the home of participating children in the language their parents can understand.
- We shall establish a district wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student achievement, Lamar County High School/Vernon Intermediate and the local education agency:

- We may provide literacy training and materials to help parents work with their children to improve their children's achievement, such as using technology, as appropriate, to foster parental involvement.
- We may conduct other activities, as appropriate and feasible, such as parent resource centers, to provide opportunities for parents to learn about child development and child rearing that are designed to help parents become full partners in the education of their children.
- May educate teachers, pupil services personnel, principals, and staff with the assistance of parents, to reach out to, communicate with, and work with parents as equal partners, to coordinate and implement parent programs, and to build ties between home and school.
- May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training in improving instruction and services to participating children.
- May provide necessary literacy training if the LEA has exhausted all other reasonably available sources of funds.
- May enlist parents to encourage the involvement of other parents.
- May maximize opportunities for parents to participate in school-related activities by arranging meetings at a variety of times, such as in the mornings and evenings.
- May arrange for teachers or other educators to conduct in-home conferences with parents with specific disabilities who are unable to attend such conferences at school.
- May adopt and implement model approaches to improving parental involvement.
- May encourage individual parent/teacher conferences.
- May sponsor student-led programs.

- 9) A description of how the school, with assistance and support for the LEA, will ensure the provision of full opportunities 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.

Lamar County High School/Vernon Intermediate, to the extent possible, provides opportunities for the participation of parents with limited-English proficiency, parents with disabilities, and parents of migratory children. Currently, Lamar County High School/Vernon Intermediate has 2 Spanish-speaking students. Notes that are sent home or written correspondence are written in Spanish. When the parents have a scheduled meeting, an interpreter is also present for verbal communication. The community is also very helpful to these families. We strive to accommodate parents with LEP through the means mentioned above in (5). Every effort is made to accommodate parents with disabilities. Our school building is wheelchair-accessible. Parking space, ramps, and restrooms are available. If necessary, home visits may also be made. Currently, there are no migratory students enrolled at Lamar County High School/Vernon Intermediate.

10) A description of how requirements in Section 1111(h)(6) Parents' Right-to-Know will be met.

- The Parents' Right To Know, Title 1, Part A, Section 1111(h)(6) of the No Child Left Behind Act of 2001 (NCLB), requires each local education agency (LEA) to notify parents of each student attending a Title I-participating school that they may request information regarding the professional qualifications of their child's teacher(s). The notice is contained in the Student Handbook of the Lamar County Board of Education and will be sent to parents via the students. The notice will also be posted on the district website at: <http://lamarcountyschools.net/index.html>. (Appendix F,M)
- The information regarding the professional qualifications of the student's classroom teacher(s) will include, at a minimum, the following:
 - Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - Whether the teacher is teaching under emergency or other provisional status through which the State qualification or licensing criteria have been waived.
 - The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 - Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- On request, the Lamar County Board of Education will provide each Title I school parent with information regarding the professional qualifications of their child's teacher(s). This information may be requested from Lamar County High School/Vernon Intermediate principal(s) and disseminated from the office of the Superintendent of Education. A letter will be mailed or hand delivered in a face-to-face meeting to each parent upon request in a Title I participating school. Title I funds will be used to mail the letters to parents. The request from the LEA can be mailed or hand delivered in a face-to-face meeting as requested by the parent.
- This information will also be sent to parents in a uniform format on the school's letterhead and signed by school principal(s). The letter will be mailed to the parents of children in the classroom where the substitute teacher will be assigned for four or more consecutive weeks. Title I funds will be used to fund the cost of mailing the letters to parents.

11) Does the plan describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to parents of a student who participates in academic assessments?

To ensure effective involvement of parents and to support a partnership between Lamar County High School/Vernon Intermediate and parents to improve students' academic achievement, Lamar County High School/Vernon Intermediate will

- provide training for parents in understanding the assessment results of state and local assessments. Parents will be given opportunities to meet with their child's teacher to discuss test results and learn how to interpret scores.
- ensure that test results are sent home to parents in a format and, to the extent practicable, in a language the parents can understand. Lamar County High School/Vernon Intermediate has an itinerant Spanish teacher and 1.5 counselors who can assist in translating and verbally communicating with parents of ELL students who may need help in understanding assessment results.

8. Plans for transition: [Section 1114(b)(1)(G)]

Does the plan describe how transition strategies to assist students in transitioning from early childhood programs to elementary school, from the previous school to the current school, and/or from the current school to the next school?

Lamar County High School/Vernon Intermediate School realizes that students need support emotionally and academically during periods of transition. Therefore, the school has developed the following plan.

4th – 12th Grades Transitions:

- Lamar County Schools Handbook contains information for parents and students. This information states requirements at each grade level.
- Open house is planned at the beginning of each school year for the purpose of meeting teachers and becoming acquainted with our school campus and classrooms. Locker purchases, parking permits, and locker orientation for 5th grade is also provided.
- On the first day of school, an assembly is conducted to welcome students and to receive class schedules.

3rd to 4th Grade Transitions:

In the spring of each year, Vernon Elementary School's third grade students, teachers, and parents visit our school and experience the following activities:

- A guided tour of the building
- An actual meeting of each teacher
- An actual visit to each 4th grade classroom
- Mini-lessons with each teacher
- Class plays are planned for third grade viewing
- Question and answer sessions for parents and teachers
- A guided tour of the outside grounds

Supply lists are posted at the elementary school, published in the local newspapers, and included in final report cards, so that parents can plan for the upcoming school year.

Many of our teachers have conferences over the summer to bridge the gap for our Special Education students and families.

6th to 7th Grade Transitions:

Vernon Intermediate School's guidance counselor meets with 6th grade students at the end of the school year to explain about course choices and scheduling for 7th grade.

8th – 12th Grade Transitions:

- During the last semester of school, an 8th grade parent/student meeting is held to orient students and parents to high school curriculum, requirements for a choice of high school diploma, and high school procedures. The meeting is in the evening to accommodate parent schedules.
- 8th and 10th graders are given an opportunity to tour classes in the Lamar County Career/Technical School on a set day. Lamar County Career/Technical teachers bring exhibits and stations to the high school to acquaint students with courses available at the Lamar County Career/Technical School. Students can also talk to teachers and administrators concerning interest in the Lamar County Career/Technical School.
- Job Shadowing for 9th graders is provided to local businesses in our town to match student interests with community services.
- 10th – 12th grade students are given on the job training from local businesses through the Lamar County Career/Technical School. This provides hands-on experiences for future career opportunities.
- College Days are provided for senior students to visit surrounding college campuses. During this time students take campus tours, view course curriculums, and speak with college advisors.
- Lamar County High School hosts college career days from neighboring institutions, military services, and vocational schools. This allows students an opportunity to make future career choices.

9. Teachers involved in the decision making process: [Section 1114(b)(1)(H)]

Does the plan describe how teachers will be involved in decisions regarding the use of state academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program?

At the onset of the Title I process, the teachers of Lamar County High/Vernon Intermediate School voted to become a school wide school rather than continuing to stay targeted assistance only. Teachers are and will continue to be involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following list includes various ways that teachers make decisions that guide instruction.

- The faculty will collaboratively study results and data of the state assessments. This information will be reviewed according to gender, racial and ethnic groups, English proficiency, migrant students, economically disadvantaged status, and disability.
- Building Based Student Support Team members evaluate data collected on referred students to determine if there are any indicators that would call for more in-depth testing. Test data is also reviewed if the need for special services is indicated.
- Disaggregated data from assessments such as ARI, Miscue Analysis, SAT 10, ADAW, ARMT, and AHSGE is reviewed annually. These meetings allow any student population trends to be evaluated and addressed.
- Grade level, data assessment, and department level meetings are held to adjust instructional procedures and strategies based on the teacher's evaluations of the progress monitoring data.
- Multi-grade level meetings will help identify any instructional gaps or overlaps that may occur in grades 4-12.
- Informal grade level meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.
- Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees, and school calendar committees. This gives teachers a voice in all areas of overall instruction and testing.

- Achievement data for all students will be analyzed and discussed in faculty meetings, grade-level meetings, and data meetings continually throughout the year. Assessment data will be communicated to parents by weekly folders, report cards, and parent conferences. Results of these assessments will be used to make decisions about students, curriculum and instruction, and resource allocations to the school.

10. Timely assistance to students experiencing difficulty: [Section 1114(b)(1)(I)]

Does the plan describe procedures and activities that will ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be provided timely, effective instructional assistance? (Such assistance must clearly be supplemental to the regular programs that are provided to all students.)

Lamar County High/Vernon Intermediate School recognizes that students experiencing difficulty should be identified in a timely manner and effective instructional assistance should be given. This instruction must be supplemental to the regular programs that are provided for all students. In an effort to provide effective instruction for students experiencing difficulty, the following services are provided and followed:

4-6 Grades:

- Intervention classes are provided through the Alabama Reading Initiative. These classes are provided on an “as needed” basis.
- The special education teachers work with identified students on their level of mastery and provide accommodations which the regular classroom teacher implements.
- Teachers use the Accelerated Reader program to provide additional reading practice.
- Teachers use Miscue Analysis as an assessment method to identify struggling readers. Miscues provides the information to identify struggling readers who are given extra reading time to promote improvement.
- Teachers use ARI to give them strategies for those identified as struggling readers. Teachers use ARI to attack the problems identified from the Miscues assessment.
- The Title I teacher works with 4-6 teachers in providing extra assistance in small groups.
- The Building Based Student Support Team is in place and schedules meetings as needed to write individualized plans for students experiencing difficulties in mastering standards. The team assists the classroom teacher with behavioral management, accommodations, and instructional strategies. Recommendations are made for testing if accommodations are not effective. If progress is seen, the committee makes changes in the accommodations as needed. Any student in grades 4-6 that is in danger of failing or not reading on grade level is referred to the BBSST.
- After school tutoring sessions are offered for struggling students.
- An ELL teacher is available weekly for ELL students.
- Parent conferences are scheduled. At the conference teachers relate to the parents information regarding accommodations and student progress. All parties work collaboratively to devise a plan to help the student in the areas of difficulty.
- Any child that has a failing grade at the end of the first grading period in grades 4-6 will be referred to the BBSST committee.

7-12 Grades:

- Students in grades 7-12 who experience difficulty in mastering a proficient level of achievement standards do have supplemental programs available to increase their level of proficiency.
- Afternoon tutoring is offered as long as needed to students to help them gain proficiency in their class work.
- State monies are used to supply a tutoring instructor, assistants, and curriculum for weekend assistance to students to help them prepare to retake portions of the graduation exam. Students who have not mastered portions of the exam are also tutored during respective classes by individual classroom instructors throughout the school year.
- Classroom instructors at appropriate grade levels use the SAT 10, ADAW, and ARMT test results for appropriate remediation during the
- The Building Based Student Support Team is used for any child that has been referred for special education testing as an instant plan for intervention as the paperwork is in process. Any child that does not qualify for special education services will remain on the BBSST accommodation list for 30 school days and a reevaluation of the improvement will determine if the child will stay on the BBSST alert. Any child that has a failing grade at the end of the first semester in grades 7-12 will be referred to the BBSST committee.
- SAT and ARMT test results are used as tools to assess the need for any type of intervention, but these tests are not the only determining factors.
- Certified teachers are provided as tutors for seniors who have not passed a portion of the AHSGE six weeks before each testing date.
- 504 committees are in place for any child needing services of academic intervention for any physical problem. These services can stay in place for the duration of the physical ailment.
- Correspondence courses are available to qualified students.

Lamar County High/Vernon Intermediate School's principals receive the ARMT, ADAW, SAT 10, and AHSGE test results. These results are then dispersed to the counselors/instructors within approximately one week's time. The counselor and instructors then immediately begin supplemental assistance. The Alabama State Department of Education web site has all of our test results for the past four years for all teachers to review. A copy of the results is also kept in the counselors officer.

11. Coordination and integration of federal, state, and local services and programs:
[Section 1114(b)(1)(J)]

Does the plan include a list of all federal, state, and local programs that will be included in the school wide plan and describe how those program components will be coordinated? (Coordination must be clearly described in the plan narrative and must be evident in the school's school wide program budget that is part of the plan. See Section 1114(b)(1)(J) for examples of programs to be coordinated)

- Lamar County High/Vernon Intermediate School receives funding from a wide variety of sources. These funds are all integrated to meet the identified needs of the school.
- The following is a list of all federal, state and local programs that are included in the school wide plan. Also included is a description of how these plans will be coordinated to include programs supported under the No Child Left Behind Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.
- The comprehensive needs assessment will provide the identification of the areas of weakness or greatest need to be addressed by the use of Title I funds and programs in coordination with state and local funding.

Federal Funding Sources and Programs

Title I funding currently provides extra help for targeted students in order of greatest need in reading. At Lamar County High/Vernon Intermediate School, Title I provides one professional to help students with reading and math. It also provides funding for supplemental materials and supplies, professional development, and parental involvement activities.

Title I funding provides activities which will improve the academic achievement of all students, especially those considered at-risk for failure. The Title I allocation received by Lamar County High/Vernon Intermediate School for the 2006-2007 school year purchased:

- One professional instructor
- Technology for instructional support
- Materials and supplies for the professional to use with selected students
- Parental involvement materials and activities
- Professional development

The Lamar County High/Vernon Intermediate School Title I budget is based upon pupils eligible for the Free and Reduced Federal Lunch Program. The Title I budget is in Appendix L. The following is a summary.

Title I Allotment	\$
Salaries and fringe benefits	\$ 60,412.00
Materials and supplies	\$ 45,165.00
Funding for Parental involvement	\$ 1,557.00

- Professional Development (Title II) funds are used to provide professional development for staff members based upon needs as indicated by the professional development survey contained in the comprehensive needs assessment for Lamar County High/Vernon Intermediate School. The Professional Development Coordinator, building principal, and Federal Programs Coordinator all work together to ensure that the needs of the school are met.
- Safe and Drug Free Schools funds (Title IVA) are used to provide drug, alcohol, and tobacco use prevention materials along with violence prevention education materials. The Federal Programs Coordinator works with the building principal to implement and coordinate drug abuse and violence prevention activities.
- Innovative Education funds (Title V PartA) are used to employ a part-time gifted teacher for the system. The teacher travels to Vernon one day per week. The Federal Programs Coordinator, Special Education Coordinator, and building principal work together to ensure that the needs of the gifted students are met.
- Rural and Low-Income Funds (Title VI) are used for a variety of programs. Funds from this source are used to purchase needed materials to purchase technological equipment to enhance use of technology in the classroom and student materials will also be purchased to aid in the implementation of the reading program.

Federal funds that are also in place include:

- **Section 504** – a service developed to guarantee a quality education for students with special needs who do not qualify for other special educational services.
- **IDEA** – federal legislation that mandates how special educational programs and services should operate including teachers, funding, supplies, training, etc.
- **Vocational Education** – career technical school with classes available to grades 10-12.
- **Lee vs. Macon training** - training required for all teachers to provide them with new interventional strategies for low-achieving students.
- **School wide Improvement Plan and Committee** – a committee that consists of administrators, faculty, parents, students and community members whose function is to develop a plan and guidelines for the implementation of the No Child Left Behind Act and the use of associated funds.

- **Red Ribbon Week** – anti-drug and alcohol campaign designed to prevent drug abuse in students.

State Funding Sources and Programs

ARI (Alabama Reading Initiative) provides ongoing, sustained professional development to the Reading Coach and designated faculty members. These members in turn, train the remaining applicable faculty. The curriculum coordinator works with the reading coach and principal to ensure that the program is fully implemented and the needs of the school are met.

The Lamar County School Board of Education participates in the State Foundation funding program. The Lamar County Board of Education proposed budget for the 2006-2007 school year provided for the following:

Salaries & Benefits	\$ 2,741,725.00
Classroom Fee Money	\$ 21,850.00
Technology	\$ 14,500.00
Library Enhancement	\$ 8,400.00
Professional Development	\$ 3,490.00
Common Purchase	\$ 8,196.00
Textbooks	\$ 47,992.00

State programs that are in place include:

- **State Approved Safety Plan** – locally developed state approved plan for dealing with emergency situations; monthly safety drills.
- **Parent/Teacher Conferences** – can be scheduled at any time during the year; parent visitation day in early to mid October.
- **SACS Committees** – working toward revision and modification of the school improvement plan.
- **State Mandated Committees** – devises and recommends budget of state allotted funds in various budget areas (library, technology, budget).
- **Department of Human Resources** – referral services for child neglect and abuse problems.
- **Gifted Classes** – provide enrichment opportunities for students who excel in school and are identified using state mandated criteria.
- **Graduation Exam Remediation** – After-school and weekend remediation offered to students that have one or more portions of the graduation exam to complete.
- **Counseling** – one full-time counselor is on staff for grades 7-12 and one half-time counselor is on staff for grades 4-6.
- **State Foundation Program** – program that provides funds for teacher units, library enhancement, technology, and professional development.

- **Alternative Learning Center** – alternative school setting to keep students in school in lieu of out-of-school suspension – located in Vernon.

Local Funding Sources and Programs

All sources of money and resources including gifts from local businesses, Partners in Education grants, individual donations, contributions and other grants received are used to address the identified needs and goals of Lamar County High/Vernon Intermediate School.

The Lamar County School District receives proceeds from a 7 mil sales tax. This funding is used to aid in capital projects and to hire additional personnel to gain SACS accreditation for all schools in the district.

Other local programs that are in place include:

- **Weather Awareness Program** – teaches 4th graders about weather (given by meteorologist from WCBI-TV).
- **Book Fair** – sponsored by Vernon Intermediate School Library to encourage reading.
- **4-H Clubs** – present programs to increase community service and education (sponsored by the Alabama Cooperative Extension Service).
- **Farm City Week Poster Contest** – increases farming/agriculture knowledge (sponsored by Farmers Federation)

Does the plan describe how the school will use **all** Title I, Part A and other sources in the school to implement the previously describe components? [Section 1114 (b)(2)(A)]

Yes, see Appendix L.

Is a comprehensive school budget included in the plan? (The budget should include state, local and federal funds, including competitive sub grants that will be combined in the school wide program.)

Yes; see Appendix L.