

2019-2020 Title I Schoolwide Diagnostic for ACIP LHS

2019-2020 Title I Schoolwide Diagnostic for ACIP

Lanett High School
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United States of America

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2019-2020 Title I Schoolwide Diagnostic for ACIP

Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.

2019-2020 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

In the spring of 2019, a committee of teachers, parents and students was chosen to collaborate as a team for our Continuous Improvement Plan. The committee also met in September of 2019 to collect and analyze data. The comprehensive needs of the school were assessed and funds allotted according to the LEA.

2. What were the results of the comprehensive needs assessment?

After the data was analyzed, we found the following areas in need of focus: reading, math, student discipline and attendance, student motivation, parental involvement and ACT.

3. What conclusions were drawn from the results?

After the data was analyzed, we found the following areas in need of focus: reading, math, student discipline and attendance, student motivation, parental involvement and ACT. Students will receive assistance according to the Title I plan. The majority of students are on free or reduced lunch; therefore, many students are eligible for certain standardized fee waivers.

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

Student test scores, free and reduced lunch number and socioeconomic conditions of the area were all deciding factors in the needs assessment.

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

As a way to target our weaknesses, our school goals were devised based on the results of the needs assessment

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

Our goals are initiated through analysis of stakeholder surveys and test scores. Once data is obtained and analyzed, strategies are implemented.

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

We are a Title I School-wide school, so all of our students are eligible for all parts of our school program. All homeless, migratory and limited-English proficient students have equal access to the same free public education, including preschool.

Component 2: Schoolwide Reform Strategies (Sec. 1114 (7)(A)(i)(ii)(iii)(I)(II)(III))

1. Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Strategy: Reading Activities - All non-math teachers will incorporate CCRS reading standards into their classroom instruction each week. This will be validated via lesson plans. Category: Develop/Implement College and Career Ready Standards Research Cited: Strategy: Monitoring of attendance - The LHS administration will consistently monitor attendance to identify student with excessive absences or tardies to school. All teachers will monitor individual classroom attendance and tardies to identify students with attendance problems. Category: Develop/Implement Learning

SupportsResearch Cited:Strategy: Real Life Learning - This strategy involves the promotion of a number of classes, programs, organizations, teams, and groups designed to improve student engagement and prepare students for college and/or career. Category: Develop/Implement Learning Supports Research Cited:Strategy: Student Advisement - Student advisement sessions will be held to help students be successful in school and in their life activities. Category: Implement Guidance and Counseling PlanResearch Cited:Strategy: Transition Strategies - Students will be assisted into their transition into the LHS student body when they transfer into the school during the school year or are promoted into the ninth grade. Activities will be developed to assist students in this transition. Additional activities will be developed to assist juniors and seniors plan for their transition into postsecondary education, technical school, military, or career.Category: Implement Guidance and Counseling Plan Research Cited:Strategy:Technology Tools in the Classroom - Students will be introduced to new technologies that may benefit them at school, in their personal lives, and prepare them for life after high school.Category: Develop/Implement College and Career Ready Standards Research Cited:Strategy:Students Using Technology - Students will use a variety of technology as part of the learning process. Category: Develop/Implement College and Career Ready StandardsResearch Cited: Alabama Technology Education Course of Study for grades nine-twelve:#3: Demonstrate advanced technology skills#4: Utilize advanced features of word processing software #5: Utilize advanced features of spreadsheet software#6: Utilize advanced features of multimedia software#7: Utilize advanced features of database softwareStrategy: Internet Safety and Acceptable Use - We will employ a variety of methods to instruct students to use the Internet safely. Category: Develop/Implement College and Career Ready StandardsResearch Cited: Alabama Technology Education Course of Study for grades nine-twelve:Digital Citizenship #9: Practice ethical and legal use of technology systems and digital content.Strategy:Targeted Mathematics Instruction - The mathematics teachers will incorporate CCRS mathematics standards into math classes for students. In addition, this instruction will target students struggling in math.Category: Develop/Implement College and Career Ready Standards Research Cited:Strategy:Faculty EL Professional Development - Faculty members will engage in ongoing professional development and collaboration to improve instruction of EL students.Category: Develop/Implement Learning Supports Research Cited:Strategy:Professional Learning - Classroom teachers will engage in professional learning opportunities provided through our district office, regional in- service center, or through regular building based collaborative efforts.Category: Develop/Implement Professional Learning and SupportResearch Cited: Akiba, M., & Liang, G. (2016). Effects of teacher professional learning activities on student achievement growth. Journal Of Educational Research, 109(1), 99-110. doi: 10.1080/00220671.2014.924470Strategy:College and Career Readiness Curriculum - 12th graders will engage in a college and career readiness curriculum through direct instruction, blended learning, computer based preparatory programs, advising, and counseling during the daily enrichment period.Category: Develop/Implement College and Career Ready StandardsResearch Cited: "The College and Career Readiness of U.S. High School Graduates:. By: Gewertz, Catherine. Education Week. 3/23/16, Vol. 35 Issue 25, p5-5. 1/8p.Strategy:Communication - All teachers will use technological tools as appropriate to enhance communication with all members of the learning community.Category: Develop/Implement Professional Learning and SupportStrategy:Technology Tools Utilized During Lessons - Teachers will use a variety of technology tools as available and appropriate during their lessons. Category: Develop/Implement College and Career Ready StandardsResearch Cited: Alabama Technology Course of Study for grades 9-12:#12: Use digital tools to publish curriculum-related content.#13: Demonstrate collaborative skills using curriculum-related content in digital environments.Strategy:Fast and Easy Access at School - A variety of methods will be used as appropriate to provide students with fast and easy access to digital tools at school.Category: Develop/Implement College and Career Ready StandardsResearch Cited: There are seventeen Alabama Technology Course of Study objectives for students in grades 9-12. In order to master these, students must have fast and easy access to

digital tools at school. Strategy: Offer Supplemental EL Services - All EL students will receive supplemental services from classroom teachers and the EL tutor. Category: Develop/Implement Learning Supports Research Cited: Strategy: College and Career Readiness Curriculum - 12th graders will engage in a college and career readiness curriculum through direct instruction, blended learning, computer based preparatory programs, advising, and counseling during the daily enrichment period. Category: Develop/Implement College and Career Ready Standards Research Cited: "The College and Career Readiness of U.S. High School Graduates:." By: Gewertz, Catherine. Education Week. 3/23/16, Vol. 35 Issue 25, p5-5. 1/8p. Strategy: Leadership Skills Development - 77% of 9th graders will complete and demonstrate knowledge of course requirements for leadership development. Category: Develop/Implement Student and School Culture Program Research Cited: Boccia, J. A., & Ackerman, R.H. (Eds). (1997). Students taking the lead: The challenge and rewards of empowering youth in schools. San Francisco: Jossey-Bass.

2. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may **include**—

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

*Reading Activities - All non-math teachers will incorporate CCRS reading standards into their classroom instruction each week. This will be validated via lesson plans. *All teachers will teach content area vocabulary in their individual classes. This vocabulary will be reviewed and a sampling of vocabulary will be tested on unit, nine weeks, and semester exams. *Classroom teachers will utilize targeted, research-based instruction for all RTI students to improve reading proficiency. *All students will participate in thirty minutes of daily math and reading intervention, remediation, and/or enrichment. Students will rotate to a different content area approximately every four-and-a-half weeks. All enrichment teachers have been provided with a class set of ACT prep books to utilize during this time. *Faculty members will attend regular departmental meetings (at least once each semester) to discuss strategies, methods, and techniques for teaching reading. They will review and assess standards as well as discuss and evaluate plans that have helped their students. These meetings will be validated by the agendas and sign-in sheets. *Faculty members will attend regular departmental meetings (at least once each semester) to discuss strategies, methods, and techniques for teaching reading. They will review and assess standards as well as discuss and evaluate plans that have helped their students. These meetings will be validated by the agendas and sign-in sheets. *All students will participate in thirty minutes of daily math and reading intervention, remediation, and/or enrichment. Students will rotate to a different content area approximately every four-and-a-half weeks. All enrichment teachers have been provided with a class set of ACT prep books to utilize during this time. *All teachers will teach content area vocabulary in their individual classes. This vocabulary will be reviewed and a sampling of vocabulary will be tested on the unit, nine weeks, and semester exams. *Classroom teachers will utilize targeted, research-based instruction for all RTI students to improve reading

proficiency.*If at-risk students with attendance and absence issues are identified, action is taken to assist the student in improving their attendance and punctuality to class. This action includes rewards for attendance, punishments for absences and/or tardies (detention, ISS and attendance court), and conferences with students and parents. An early warning letter is sent home on the third unexcused absence. A referral to the Early Warning Advisory Council is made on the fourth unexcused absence. The classroom teacher, counselor, and/or administrator will meet with the student on a regular basis to teach expectations and discuss progress. Attendance records will be reviewed monthly to determine progress.*The Student of the Week program recognizes students who have excelled in the school in an area of academics, behavior, cooperation, or attendance. These students are announced over the intercom, recognized on the Student of the Week board, and receive gifts from local businesses in recognition of their accomplishment.*Teachers will teach CCRS reading standards in their classes. The implementation of this activity will be monitored through lesson plans.*Teachers will teach CCRS reading standards in their classes. The implementation of this activity will be monitored through lesson plans.*Real-Life Learning strategy involves the promotion of a number of classes, programs, organizations, teams, and groups designed to improve student engagement and prepare students for college and/or career. Activities include : *Career Preparation class required for graduation*ACT and ACT WorkKeys enrichment period to improve test scores*CCCTC classes available for seniors and juniors*Community service class opportunities based on individual interests*Opportunity to visit and/or shadow at local businesses and manufacturers*Military and college recruiter presentations in classes*Field trips to visit colleges College day for juniors*JROTC requirement for all students JROTC Summer Camp*Robotics team*Dual enrollment for technical programs*All teachers have been encouraged to offer real life experiences in their individual classes to make classes more relevant to the lives of the students. The Family and Consumer Science classes have been exposed to the ServSafe certification program. The Business Education classes will have the opportunity to participate in the Microsoft Office Certification program. The CCCTC classes for seniors and juniors offer hands-on learning in a variety of technical areas. Teachers incorporate real life lessons in their individual classes throughout the year as appropriate

3. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills **Beyond the Regular School Day.**

Beyond the regular school day, students may receive onsite assistance through after-school tutoring or by taking advantage of recommended online learning programs that allow for students to strengthen reading and math skills. If intervention is not successful, students may be referred to RTI for committee review and consultation.

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent and Homeless Students must have equal access to the same free, appropriate education, including preschool, provided to other children and youth. Many students are identified through the analysis of an employment/agricultural survey distributed to parents/guardians of all new students. Other information, or lack thereof, is utilized to include the following: birth certificates, school records or transcripts, immunization or health records, proof of residency and guardianship/custody documents. Through observation from district and building administrators, counselors and teachers, identified children and youth are served in all areas of the curriculum. English language learners are identified through the analysis of a home language survey administered to each student upon enrollment in our district, as well as through results of W-APT screening. Through observations from district and building administrators, counselors and teachers, identified children and youth are served in all areas of the curriculum. EL students

are eligible to participate in all school programs. Economically disadvantaged students are served through our Title I school-wide programs; Title I programs ensure that all economically disadvantaged students are served and are eligible to participate in all school programs. Special education services are provided for students who meet the federal guidelines for the identified exceptionality. The services provided are outlined in each student's Individual Education Plan (IEP). Preschool students with special needs and who live in our district are serviced by a certified teacher at least twice per week. These students, without being stigmatized or isolated, are provided with the opportunity to meet the same challenging state content and performance standards to which all students are held accountable. Neglected and/or delinquent students are identified through the analysis of guardian/custody information, proof of residency, school records/transcripts, health records and information obtained from the Circle of Care for Families, a non-profit organization for families in our area.

5. Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Our district utilizes several methods to ensure that information is provided to parents in an understandable format and language. TransAct is utilized for many translated forms, and any forms available through the ALSDE website are used as well. Notices or documents may also be translated by school personnel or community members. Interpreters and/or translators are utilized for events to extent practicable. When assessment results are available in other languages, such as WIDA, those forms are used for parent communication.

6. What is the school's teacher turnover rate for this school year?

The following positions at Lanett High School were vacated at the end of the 2018-19 school year: JROTC instructor, History Teacher, and Special Educator teacher.

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

26% of our key teaching and learning personnel have more than 21 years experience. 46% have less than 21 years but more than five years. 26% have less than five years experience.

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

Lanett High School does not have a high turnover rate; therefore, no initiatives have been implemented.

9. Describe how data is used from academic assessments to determine professional development.

Once student academic assessment data is reviewed, staff receive professional development opportunities to assist students in meeting challenging academic standards.

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

Once student-achievement data, needs assessment, surveys and EDUCATE Alabama indicators are reviewed, teachers, principals, paraprofessionals, other staff and parents receive professional development opportunities to help students meet challenging academic standards.

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

Lanett High School has in place a mentoring program where a veteran teacher mentors each new teacher for a two-year period. The mentor provides information on state-mandated evaluations and school policy procedures, including but not limited to preparation of lesson plans. This mentor

frequently meets one-on-one with new teachers to observe their teaching practices and offers feedback on strengths and weaknesses. These observations are documented in a mentoring log. The goal of this mentoring program is to retain highly qualified teachers.

12. Describe how all professional development is “sustained and ongoing.”

LCS provides professional development throughout the school year. Everyone attends PD at the beginning of the year. After that, data meetings take place on a regular basis. There is ongoing PD throughout the school year on topics such as data analysis and incorporating technology into daily classroom activities. The high school staff also engages in monthly collaborative meetings during which ongoing training and professional development is provided.

13. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

In the spring of their 8th grade year, upcoming freshmen attend an orientation session with the high school principal and counselor. Topics discussed include but are not limited to expectations for students, rules of the school, testing, extracurricular activities, success in school, graduation requirements, and AP programs. A school tour was conducted after the orientation session. Several programs are planned to assist juniors and seniors in their preparation for making decisions for their future. These include the Chambers County College Fair, and the ASVAB test for Seniors. The career coach will organize sessions with the seniors to assist them in preparing college applications, resume writing, and soft skills for interviews.

14. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

(N/A for Elementary Schools)

Lanett High School Career Technical Education (CTE) teachers offer one semester of CTE instruction. The CTE Department addresses the challenges of special populations by first identifying those special populations being served. The CTE Department must then determine challenges and address those challenges through the following procedures: 1. Follow any IEP/504 plan accommodations and modifications to allow for academic success for individuals with disabilities 2. Provide free education to all individuals so that students from any economic situation may fully participate 3. Classroom teachers and the counselor encourage students to participate in any technical field 4. Single parents are given support, so they graduate and leave our school system college and career ready 5. Displaced homemakers are afforded the same educational opportunities as all students, so they can learn to provide for themselves. The CTE Department does not discriminate against any group.

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Select school personnel evaluates and compiles assessment results on individual students, grade levels and program goals. Truancy data may also be observed.

2. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Each year, LHS conducts a comparison to assess growth and improvement of the schoolwide program.

3. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

LHS selects school improvement team members to evaluate strengths and weaknesses based on surveys and test results. Standardized test results and graduation rate are also evaluated, and mandates and initiatives from local and state agencies are also considered.

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))

NOTE: Not all schools receive all of the funding sources mentioned.

1. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

All of our programs support teachers in their day-to-day teaching, with a focus on Alabama College and Career standards, differentiating instruction so that all students receive the appropriate instruction and enhancing student engagement. We also focus on school culture and environment as research shows there is a direct correlation to student achievement. Resources provided through federal funding to improve academic achievement includes an academic coach, instructional assistants, professional development activities and an instructional specialist. In addition, local funding allows for an academic incentive program to encourage and award academic success and field trips to enrich learning opportunities for students.

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

Our violence prevention program for 9th through 12th grade students include daily character education lessons and conflict-resolution counseling in large and/or small groups with the school counselor. We also have a school resource officer and a school safety plan in place. Our school participates in the Federal Child Nutrition Program, which includes breakfast and lunch. Lanett High School partners with the Circle of Care in providing information on its adult education programs. Students in grades 9 through twelve have the opportunity to take technical education courses on Lanett High School's campus. Courses that are not offered on campus may be taken at the Chambers County Career Technical Center when students are in the 11th and 12th grade. Students also have the opportunity to participate in technical courses through dual enrollment at Southern Union State Community College.

ACIP Assurances

Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

- YES**
- NO
- N/A

ATTACHMENTS

Attachment Name



ACIP team members

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.

- YES**
- NO
- N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.

- YES**
- NO
- N/A

Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The Lanett City Schools Federal Programs Specialist holds a Title I meeting with parents in the early fall of each school year to discuss the requirements for Title I schools, such as the Title I budget and parent participation.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

Lanett High School strives to meet the scheduling needs of our parents by offering meetings and special events at varying times of the day throughout the school year. Title I parent information sessions are offered in the morning, early afternoon and/or evenings.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

At the end of each school year, parents are contacted and asked to review the current school-wide plan. At this time, parents are given the opportunity to make suggested changes.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

The Central Office allocates Title I funds for parental involvement.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Parents serve on the Title I Parent Advisory Council and Continuous Improvement Plan Committee. Information about school programs, assessments, academic expectations and Title I requirements are discussed at Title I Parent Meetings, Freshman Orientation, Open House and Parent Nights. Notices are sent home to parents when new programs are available. Both Lanett High School and LCS handbooks provide parents with extensive information about school curriculum and programs.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The school district put into operation programs, activities, and procedures for the involvement of parents with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act. LHS has an established School-Parent Compact that is presented to parents and students each year with their registration packets. Teachers, parents, and students review the compact in the spring of each school year and make changes as needed.

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

Parents may submit comments of dissatisfaction with the Continuous Improvement Plan by completing parent surveys administered during the spring of each year, participating in the annual spring evaluation of the content and effectiveness of the parent involvement plan and attending quarterly meetings of the Federal Programs Parent Advisory Committee

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

To provide assistance to parents in understanding academic standards and assessments, and how to improve student achievement, LHS offers the following: Parent/Student/School Compact; Parent-Teacher conferences; Open House; Curriculum Night; Title I meetings that explain the requirements and budget for Title I schools as well as to explain content standards and state academic achievement standards. Both the ACIP flyer and the Title I Parent Involvement Plan will be distributed with the first report card in October.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

To ensure effective involvement of parents, we invite parents to attend Title I parent information sessions that focus on literacy and technology. Parents are provided with information about programs and activities available to them through the Circle of Care for Families and the Chambers County Public Library. Parents are also invited to participate with LHS during Parental Involvement Week, PTO meetings, first and second semester Open House and Parent Night activities and Award's Day programs.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

LHS seeks to facilitate several activities each year to bring home and school together. Faculty and staff participate in periodic teacher in service activities that focus on parent-teacher communication. Our teacher mentoring program assists new teachers with developing strong parent-teacher relationships. The school makes a conscious effort to utilize various forms of communication to ensure that parents are well informed. Written communication is still used through parent notes and flyers. There is a heavy use of electronic communication between teachers and staff. Email communication is a regularly used resource for informing and communicating with

parents. Up to date information is posted on our school website, the Lanett Panthers Face Book page and Lanett High School Newsletter. The Blackboard Connect system which allows for the school to send mass texts or telephone calls is used to inform parents of special school events. Representatives from the Department of Human Resources and the Circle of Care for Families assist faculty and staff in developing positive parent-school relationships. LCS has a Title I Parent Advisory Committee.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Lanett parents are invited to numerous events at the school during the school term. Examples of these events include open house, parent/report card pick up and assembly programs. Parents are informed of these events in a variety of methods including letters from school, automatic phone calls, newspaper announcements and marquee boards. These events provide parents with an easy avenue to build a relationship with the school thus facilitating further involvement in the parent/school partnership.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request.

LCS maintains a Website where activities, programs, school news, athletic events and other important items are posted. AlertNow is also utilized to keep parents informed by telephone of all school activities, programs and functions. Parents receive a copy of both the district and school handbooks at the beginning of each school year. These handbooks, which are revised annually, describe school curriculum, policies, state academic expectations and Title I requirements. The Title I Parent Advisory Committee may call a meeting at any time by contacting the school principal. Upon registration, LHS has parents of EL students sign a form to request the school to provide assistance with translating all school correspondence into their native language. This form is available in English and Spanish through TransAct. There is also an EL specialist available to interpret as needed and/or as requested by the LCS EL coordinator.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

LHS will take the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to parents of participating children in a uniform

format and in a language parents can understand, including alternate forms upon request. LHS will utilize TransAct or other computer based programs to translate documents. Specified staff, community members and/or students may also be called upon to assist with translation and interpretation. In carrying out the Title I plan, Part A parental involvement requirements, LCS and LHS will provide opportunities for participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, to include providing information and school reports required under section 1111 of the Elementary and Secondary Act (ESEA) in an understandable and uniform format. Alternate forms are also available in a language parents can understand.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

- I have completed and uploaded the Coordination of Resources - Comprehensive Budget.
- I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

ATTACHMENTS

Attachment Name

 [LHS ACIP Budget 2](#)




 [LHS ACIP Budget File 1](#)

eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

- Yes**
- No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP team members	Signatures	• 1
 LHS ACIP Budget 2	ACIP Budget Part 2	•
 LHS ACIP Budget File 1	Budget Part 1	•