

AR  
Lafayette County High School  
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### Title I Schoolwide Supplemental Report

**This report must be completed in addition to the schoolwide indicators to fulfill Title I Schoolwide requirements.**

To complete this form:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the dashboard, go to the Required Reports section, and click the Title I Schoolwide Supplemental Report "submit" button.

Note: Please review your responses if you are copying and pasting from Word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

**Please complete the following:**

#### **Comprehensive Needs Assessment**

**1. Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from all four measures of data - student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be cross-analyzed to identify the needs of educationally disadvantaged students.**

##### **Mission**

The mission of Lafayette County High School is to empower all students in academic excellence while preparing them to become responsible members of an ever-changing global society.

##### **School Demographics**

Currently, Lafayette County High School provides educational services to 302 students in grades 7-12. Grade 7 has 59 students; Grade 8 has 48 students; Grade 9 has 43 students; Grade 10 has 55 students; Grade 11 has 53 and Grade 12 has 44 students. Approximately 52% are female and 48% are male. 64% African American and 34% are Caucasian, 2% Hispanic. 82% receive free and reduced lunch.

We have 31 certified staff members. 93.5% of certified staff members are highly qualified. We have 6 paraprofessionals and 1 secretary. 100% of the paraprofessional staff members are highly qualified.

Lafayette County High School is designated as Title I School-wide. Currently, 7% of the students receive special education services. During the 2013-2014 school year 35% of the students received additional services beyond the regular school day.

##### **Description of School and Student Services**

Lafayette County High School provides several educational programs for students in grades 7-12 to assist with student academic achievement. Currently, Lafayette County High School

offers the following interventions to meet the diverse needs of all students:

- **Scholastic Reading Counts**-Scholastic Reading Inventory is a computer adaptive reading comprehension program that provides an assessment of student reading levels reported in lexile measures. It generates a variety of reports that help teachers and leaders monitor student progress and make data-driven decisions. LCHS uses SRC as an independent reading tool for students in grades 7-12. Students select books to read based on their lexile. Once they have completed reading the book, the student takes an assessment on the book. Teachers encourage students to read above their lexile to help build comprehension and vocabulary skills. Teachers monitor students' progress through a collaborative approach between the library media specialist and the English teachers. Title I funds are used to support the program.
- **A plus** - ALS is a computer-based curriculum that identifies student strengths and weaknesses through initial assessment of student learning. It prescribes courseware lessons to each student based on the initial assessment. A direct instructional approach is used to assist students in the mastery of skills. Reports are made available to the staff to assist teachers and leaders in making data-driven decisions. Title I funds are used to support the program.
- **RTI**-Lafayette County High has 7-12 RTI team that provides interventions for students who are not making adequate progress in the core classes. Students are referred to the RTI team by staff members that teach the students. The RTI team develops a plan of action that best meet the individual needs of the student. In addition, they provide additional support and interventions the teacher can use in the classroom. The RTI team meets as needed.
- **Before/During & After School Tutoring**- Additional instruction for students who need extra assistance or one on one interventions is provided to students before during and after school in the areas of math and literacy. Teachers provide a variety of interventions based on a student's specific academic need. Title I funds are used to support the program.
- **Summer School**-Summer School is provided during the months of June and July for those students who have failed a course in high school or for students in 7<sup>th</sup> or 8<sup>th</sup> grade who need extra assistance in the core classes in order to advance to the next grade level.
- **ALE**-Alternative education is an instructional approach under the control of a school committee which is offered to "At risk" students in a nontraditional setting.
- **Resource**-Through the special education program students are provided with services that both accommodate for disabilities within the general education classrooms and address deficit areas in small groups through direct instruction in the special education classroom. Special education services are provided along a continuum of placements and are individualized based on student needs. The program focuses the education of students within the least restrictive environment while addressing deficits and allowing for progression through the general education curriculum.

### Summary of How Needs Assessment Was Conducted

The Leadership Team conducted a needs assessment using root cause analysis to assess the needs of the entire school based on student achievement, student attendance, teacher attendance, student discipline, safety, and parental/community involvement. The team disaggregated the data and wrote summary statements outlining the strengths and weaknesses of the school. The Leadership Team also looked at scholastic audit recommendations to develop a plan of action to increase student achievement. PLCs interpreted sources of data to monitor growth based on The Learning Institute data (TLI) in math and literacy.

### Analysis of Needs Assessment

#### A. Student Achievement Data

#### Literacy

A reflection of Lafayette County High School 2014 achievement data shows an increase in the overall combined literacy scores. 68 % of the students taking the 7<sup>th</sup> grade literacy exam were proficient/advanced. 76% of the 8<sup>th</sup> grade students scored proficient/advanced. 57% of the students taking the 11<sup>th</sup> grade literacy exam scored proficient/advanced. Data revealed that the 11<sup>th</sup> grade literacy scores showed a slight increase. There was an increase in 7<sup>th</sup> grade literacy scores and an increase in 8<sup>th</sup> grade literacy scores.

#### Math

A reflection of the combined population overall Math scores exhibits that 57.59% of the

students scored proficient/advanced. 60% of the 7<sup>th</sup> grade scored proficient/advanced; 54% of the 8<sup>th</sup> grade scored proficient/advanced; 63% of the students taking the Algebra I assessment scored proficient/advanced, whereas 48% of the students taking the geometry assessment scored proficient. Data showed that the geometry scores remained unchanged from the 2012/2013 school year. Algebra I scores showed an increase. There was a decline in the 8<sup>th</sup> grade math scores, whereas 7<sup>th</sup> grade scores showed an increase of 1%.

**Strengths-**

Algebra I

Non-linear Functions

Data Interpretation-Simple Matrix

Geometry

Relationships-Using Orthographic drawings

7<sup>th</sup> Grade Math

Number and Operations-Compute integers solving with or without technology

8<sup>th</sup> Grade Math

Estimation-use estimation to solve involving rational numbers (ratio; proportions)

Rational Numbers-Converting between scientific notation and standard notation

7<sup>th</sup> Grade Literacy

Reading-Inference-using inferences and interpretation, character development

Reading-Author's view point

8<sup>th</sup> Grade Literacy

Reading-Critical analysis of mystery and realistic fiction

Reading-Recognizing and using linking verbs

11<sup>th</sup> Grade Literacy

Reading-Interpret and use informational, practical, and technical text

Writing-writing clear and varied sentences

**Weaknesses**

Algebra I

Data Interpretation –Graphing

Language of Algebra

Geometry

Triangle and Inequality Theorem

7<sup>th</sup> Grade Math

Geometry-Characteristics of Geometric shapes

Numbers and Operations-Computational fluency solving multiplication with or without technology

8<sup>th</sup> Grade Math

Geometry-Pythagorean Theorem, congruency

Geometry-Symmetry and transformation drawing results of translations and reflections

7<sup>th</sup> Grade Literacy

Reading-Analyzing literary elements

Reading-Interpreting universal themes

Writing-Editing

8<sup>th</sup> Grade Literacy

Reading-Use inference to expand understanding of content knowledge

Writing-Editing

Writing-Usage

11<sup>th</sup> Grade Literacy

Reading-using literary terms to critic work

Writing-applying usage

**A. Parental Involvement**

Research states that when parents are involved in the education of their child, students have higher grades, test scores and graduation rate. In addition, attendance increases and suspension decreases. Lafayette County High School parent involvement data shows that there has been an 8.36% increase in parental involvement and a 100% increase in community involvement.

**Strengths**

- Orientation
- Annual Title I Meeting
- Honor Roll Program
- Senior/Parent Breakfast
- Veteran Day Program
- Financial Aid Night
- Strong Parent Involvement Committee
- Student Council
- Open House

## **Weaknesses**

- Parents tend to be more involved in the extracurricular rather than the academics.

### **A. School Culture/Climate**

The school takes pride in providing a school culture and climate that is conducive to learning. A comprehensive assessment of Lafayette County High School was conducted. Data revealed that several interventions are in place to provide a safe and productive environment so all students can learn.

## **Strengths**

- Staff and students have been trained in the Active Shooter Drill procedures
- Student handbook is in place which outlines the student code of conduct
- Active Character Ed program
- Honor Roll Breakfast celebration
- Drug-Free Awareness
- Senior Breakfast to recognize honor graduates/scholarship recipients

## **Weaknesses**

- Negative perception from outsiders

### **A. Student/Teacher Attendance Data**

Student and teacher attendance play an important role in the education process. When teachers are absent students miss out on quality instruction. When students are absent they miss out on quality instruction and important skills.

## **Strengths**

- Incentive for teachers include roll over days
- Incentive for students include semester test exemptions
- Low number of days missed due to attendance at professional development conferences

## **Weaknesses**

- High number of sick days by both students and teachers
- High number of days missed due to extra-curricular activities
- Number of days missed by both students reflect low achievement scores

### **A. Curriculum Data**

Lafayette County offers a diverse curriculum to all students.

## **Strengths**

- Offer the required 38 units of credit with additional electives available
- Offer 15 hours of college credit
- Offer the required AP courses plus 2 additional
- Offer Career Readiness and Microsoft IT certification courses

## **Weaknesses**

- Horizontal and Vertical alignment
- Technology in the classrooms

## **Goals/Priorities**

### **Math Goals:**

Lafayette County High School will continue to monitor students' growth through the use of

formative assessments, TLI data, pre-instruction and post-instruction assessments, and progress monitoring. We will continue to engage students in hands-on activities to increase their knowledge in Geometry. Rubrics and open-ended questioning techniques will be used in the assessment of students. Students will continue to be remediated through tutoring, small group instruction, peer tutoring, and the use of the A plus curriculum. Data will be analyzed in professional learning communities and shared with all staff in professional development meetings. Math performance will be monitored through the use of a math coach and the principal. TESS and classroom walkthrough data will be used to assess instruction. TLI data and teacher-made tests will be used to assess instruction and student growth.

**Literacy Goals:**

Continuous alignment of the literacy curriculum will focus on CCSS and will be evident through use of curriculum mapping/pacing documents, lesson plans and the use of high yield strategies in all classrooms. In conjunction with Math, literacy skills will be remediated through tutoring, summer school, and the use of progress monitoring, formative assessment, and the A plus curriculum. Bell work will continue to be utilized in all classrooms to assist with writing and comprehension skills. The use of Scholastic Reading Counts program will be used as a supplemental program to assist with encouraging students to become life-long readers. Rigorous instruction for all students at all grade levels will be implemented across the curriculum. Literacy performance will be monitored through the use of a Literacy coach and the principal. TESS and classroom walkthrough data will be used to assess instruction. TLI data and teacher-made tests will be used to assess instruction and student growth.

**Parental Involvement:**

Strategies to increase Parental Involvement will focus on the involvement of parents in an ongoing review of school wide programs. We will continue to upgrade the school wide parental involvement policy in order to meet the changing needs of our parents and school. The policy will be distributed to parents and made available to the local community through our website. We will continue to encourage and invite all parents to participate and attend activities that involve academic and extra-curricular activities by sending out newsletters, submitting articles to the local newspaper, and posting information about the activities on school's marquee and website. We will continue to provide assistance to parents in order for them to understand the CCSS and the PARCC assessment. We will provide materials and training to help parents work with their child to improve math and literacy skills across the curriculum.

**Curriculum:**

We will continue to offer a viable curriculum to all students. Teachers will continue to participate in professional learning communities to discuss student achievement and to disaggregate data to develop a plan of action for students not performing at grade level. These meetings will occur weekly. Professional development for teachers on differentiation of instruction, formative and summative assessment, and RTI will continue to be offered to all staff. Horizontal and vertical alignment will be revisited and updated according to the CCSS. Teachers and administrators will be monitored using the TESS evaluation tool. Professional growth plans will be developed by all certified staff. Novice teachers will continue to receive AIMMS.

**Discipline/Safety:**

In conjunction with certified staff, the paraprofessionals will receive job embedded professional development involving classroom management, the student code of conduct, ethics, and school safety. Incentives such as Student of the Month and No Fight Pizza Party for good behavior will continue to be awarded.

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**Preschool Transition****2. Is this an elementary school?**

No (not applicable, this school is not an elementary school)

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**If Yes, then describe how the school will assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or any State-run preschool program, to the local elementary school.**

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**Coordination of Programs****3. Describe how the school will coordinate and integrate federal, state, and local services and programs. Specifically, include how the school will create coherent services among (a) other ESEA (NCLB) Title programs such as LEP, Migrant, and Homeless education services, (b) IDEA programs, and (c) as applicable, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Lafayette County High School is committed to coordinating and integrating federal, state, and local services and programs to students, faculty, and community members. In conjunction with the ESEA Title I programs, we currently coordinate with Southwest Arkansas Migrant Education Cooperative to identify and service our migrant student. Annually we provide professional development to all staff in order to educate them on the rules and regulations involving students who are considered homeless. Students are locally tested and identified using the IDEA standards. In coordination with Southwest Educational Cooperative, Rainbow of Challenges, and Magnolia Specialized Services, we are able to provide educational, physical, occupational, developmental, and speech therapies which help transition students from preschool programs to elementary, from elementary to high school, and when needed from high school to sheltered workshops. Our annual professional development provides violence prevention and intervention strategies, such as our current provider Strategos. The high school has a wellness and physical activity committee which meets regularly to address student needs. In conjunction with the Family Consumer Science Department as well as the Health and Physical Education Department, courses are offered as graduation requirements. The school nurse provides various physical, medical, and emotional services. Vocational and technical services are provided for students, parents, and community members through after school programs, coordinating services with the local colleges and universities, the local coop, the workforce center, and surrounding businesses/organizations. Job training skills are addressed through the use of Career Coaches, guest speakers, and online assessment activities which include interest skills that are offered through courses such as Career Readiness.

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**Teacher Quality****4. Do all of your teachers and instructional paraprofessionals meet the state's definition of highly qualified?**

No

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**If No, describe the plan to ensure that all teachers and instructional paraprofessionals will be highly qualified by the time the schoolwide program implementation begins.**

A teacher is placed on a Academic Licensure Plan (ALP) which must be approved by the Department of Education. The teacher is given 3 years to attain highly qualified status. The teacher can meet highly qualified by passing the Praxis or enrolling in a course of study. If the teacher does not pass the Praxis, he/she must actively pursue 6 hours of college credit each year, and also report their grades/scores to the Department of Education until they attain highly qualified status. If they have not attained the highly qualified status by the end of the 3 year period, the ALP is void and the teacher is non-renewed for that position.