



Executive Summary

Loachapoka High School

Lee County Board of Education

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Loachapoka High School is a rural public high school located in Loachapoka, Alabama, enrolling grades 7-12. The population of Loachapoka is slightly over one thousand people. The rural community is located in the western part of the county outside Auburn city limits; as a rural and agricultural based community. Yet, residents have a strong community history and heritage of which they are proud. Transportation from home to school and businesses in the surrounding areas is a challenge for residents of this community. The community sponsors an annual fall festival entitled "Loachapoka Pioneer Day" that brings people into the area from many miles away. The school enrolls approximately 250 students, and is the smallest attendance zone of the four high schools in the Lee County Schools, Lee County, Alabama. The current school calendar maintains 180 student attendance days. Of the 29 certified instructional staff, we have one full time principal, assistant principal, library media specialist and counselor. Our guidance counselor works with the students' social-emotional needs which include: classroom schedule, academic progress, graduation requirements, counseling, developing future and current goals. She also coordinates with all of the students' teachers to assist students and parents in developing a customized plan to ensure student success. In addition, she provides students and parents with information regarding services for those who are in need of grief counseling, mediation, encouragement, mentoring, as well as helping those who are homeless. Our media center has a full-time media specialist. It has a large number of books and resources for students, teachers, and parents. The media center has 13 computers that are available for use by parents, students and faculty. Parents may also check out books, CD's, and videos for their children to read or view at home. Our media specialist is one of the leaders in promoting new technology for teacher and student use. Knowing that reading is essential to learning, she seeks to balance new ways to promote reading as a pleasurable, life-long habit and coordinates our Accelerated Reader Program that greatly motivates students to enjoy independent reading. Technology is a very important component in enhancing learning in our classrooms. We currently have SmartBoards, projectors, hovercams/document cameras and desktop computers in every class. Our school has three computer labs. The junior high lab houses 24 computers and the senior high lab houses 22 computers. We also have a laptop computer lab that houses 16 lap top computers. All of the labs are for students to use to improve their reading and math skills through the Compass Learning, Stride and Khan Academy programs, to do research and take Accelerated Reader tests. In addition to the computers in the lab and the classrooms, the students can also use the computers in the media center. Students from both junior and senior high can have computer time on a weekly basis to support instructional goals through technology.

We have three Physical Education teachers, one band/music teacher and one Alternative/In-School Suspension teacher. Our special education department is composed of two full-time special education teachers and four full-time para-educators. These teachers serve individual students with a variety of exceptionalities including developmental delays, intellectually disabled, learning disabilities, emotional disturbance, and other health impairments. Loachapoka Response to Instruction team, uses the RTI problem solving process, which identifies barriers to building relationships, develops goals, and initiates the implementation process.

Our bookkeeper and nurse are shared with the elementary school and our ESL teacher is shared across the district. The ESL resource teacher ensures that all of our ESL students and families receive school information in a language they will understand. The ESL resource teacher ensures each student receives resources and interventions needed to ensure success, also serving as the contact for the student for their counseling and mentoring needs. Besides the school office personnel, the support staff of Loachapoka includes six full-time lunchroom staff and three full-time custodians. We have ten school bus drivers and two bus aides who transport about 90% of our students to and from school daily.

Of the total enrollment, the student population is composed of 71% African Americans, 18% Hispanics, 2% Asian-Americans, and 9% White. Our Exceptional Education and English Second Language resource teachers provide training and resources for faculty, staff, parents, and

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students to help build the relationships between teachers and students. Relationships are built in the classroom by using real world application as students relate through discussion and collaboration. In addition, our students participate in various sporting activities such as football, baseball, basketball, softball, track and field, band and cheer. This year we are hoping to add soccer and angler teams. We also offer Student Government Association, National Honor Society, Math Team, FFA, FCCLA, Choir and Robotics Clubs. All after-school all clubs, tutoring, athletics, and activities are supervised to ensure safety. There are several activities that occur during the school year such as Meet and Greet, Wellness Wednesdays to promote healthy living and exercise, Student of the Month, Veteran's Day Program, Curriculum nights, Talent Shows, Homecoming and Fall Carnival. We encourage parents to be involved and supportive of our school.

Loachapoka High School has many systems in place that creates a safe environment for all students. We have an SRO and a leadership team that provides strategically planned supervision to promote a safe environment before, during, and after school.

Staff members providing supervision carry radios which provides for immediate communication and/or assistance. Students arriving by bus or car are walking are greeted by the leadership team or staff members, where they are encouraged to get breakfast in the cafeteria.

Teachers stand at their door during class change and welcome students as they enter their classroom. Throughout the day students are supervised by the leadership team and monitored through the use of the security system. The security system monitors the court yard and perimeters before, during, and after-school. Adults are always visible and available to assist to meet the various needs of our students as they arise.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement

The mission of the Lee County School System is to challenge every student to pursue dreams, succeed with integrity, and contribute meaningfully to a diverse society.

Vision Statement

Lee County Schools envision a school system that promotes a passion for student learning; supports teachers, parents, and the community; and produces engaged and lifelong learners.

Loachapoka High School Beliefs:

- To engage every student in highly challenging academic work that develops their ability to think, reason, solve problems, and prepare them to cope with issues and problems they will face in the future
- To establish attainable, realistic goals to increase positivity, morality, unity and to help us to remain an institution of integrity and quality learning
- To develop responsible citizens who are actively engaged, physically and mentally healthy, and informed
- To continue to increase stakeholders' support for the education and success of our students
- To foster a safe, positive and supportive environment that promotes student learning

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Loachapoka High School has partnered with A+ College Ready to offer our students a Pre-AP and AP program. We offer: AP English Language and Composition, AP Calculus, AP Biology, AP English Literature and Composition.

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages and drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction text, including graphic images as forms of text, from many disciplines and historical periods. The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in the areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The purpose of the AP Biology course is to provide a study of the facts, principles, and processes of biology and the collection, interpretation, and formulation of hypotheses from available data. Course content follows the outline set forth by the College Board. Laying the Foundations (Pre-AP) classes are offered for students in grades 7-10. Any student who would like to participate in these classes may do so. These classes include English, Math, Science (7-8 grades), Pre-AP English, Geometry, Pre-Calculus, Chemistry, and Algebra I.

Of the Career and Technical Education (CTE) program Loachapoka offers the Information Technology (IT) cluster. This cluster provides learners with essential knowledge and skills for pursuing careers in the following three pathways: Database Design; Network Systems and Computer Services; and Programming and Software Development. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society. In addition to careers in the IT industry, IT careers are available in every sector of the economy - from Financial Services to Medical Services, Business to Engineering and Environmental Services. Rigorous instruction is provided to equip learners with knowledge and skills for college and career readiness. The Network Systems and Computer Services program is for learners who are interested in careers that involve information technology security, network analysis, planning, and implementation, including design, installation, repair, maintenance, and management of network systems. The emphasis of the program is on teaching learners a broad base of knowledge and skills in network and systems administration. Extended learning experiences to enrich and enhance instruction is reinforced through learner participation in career and technical student organizations (FBLA and SkillsUSA). The instructor of this class is certified in computer Technology Industry Association (Comp TIA A+), Test Out Pro, and Entrepreneurial Small Business (ESB). Loachapoka High School has four students that qualified as completer (3-courses), sixteen students who earned a credential during the 2016-2017 school year. Fourteen of those sixteen students earned the TestOut PC Pro credentials.

Since 2013 when our robotics program began, we have competed in three VEX WORLD Games and four SECME international competitions. Our Robotics program has several partnerships such:

MSP: Math Science Partnership Tuskegee University (Training & Grants)

SECME: Southeastern Consortium of Minorities in Engineering Georgia Tech (Training)

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Northrop Grumman: (Private Corporation) Financial Support

Auburn Bank: (Private Corporation) Financial & Media Support

4H: Lee and Macon County Offices County Cooperative Extension Programs (Materials and Training Support)

Martin Marietta: (Private Corporation) Financial Support Electrical & Computer Engineering

Auburn University: Financial, Training and Public Support

COSAM: College of Science and Mathematics (Auburn University Training)

SCORE: Auburn University Southeastern Center for Robotics Education

NSBE: Auburn University & Tuskegee University National Society of Black Engineers

IEEE: Auburn University & Tuskegee University Institute of Electrical and Electronics Engineers

VEX: 2013 Sportsmanship Award, 2014 Excellence, Sportsmanship, Judges (2X) Awards, 2015 Skills Award

Throughout the next three years we plan to increase student engagement, technology, community outreach, and stream lined professional development in formative assessments, differentiated instruction and improving the academic performance of students identified by the early warning system.

Our early warning system uses multiple indicators to identify students at risk. The early warning indicators used are:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions.
- Course failure in English Language Arts or mathematics.
- A Level needs improvement score on the statewide, standardized assessments in English Language Arts or mathematics.
- Students exhibiting two or more indicators.

The dropout rate continues to be a challenge for Loachapoka, for the 2016-2017 school our dropout rate was 6%. However, the graduation rate for Loachapoka High School is 89%. Of the students that graduated from Loachapoka High School 86% were Black or African American, 95% Hispanic/Latino, 86% Poverty, 95% White. Loachapoka continues to focus on three components for improvement: positive home-school relations, a safe and orderly environment, and a climate of high expectations. Student resistance to learning, apathy, and lack of self-motivation has been an ongoing challenge, but there has been progressive change by many students and parents due to a plethora of engagement strategies and offerings for parents to be equal partners in learning.

In addition, student data will be reviewed before the school year begins to strategically place students in classes and throughout the year to provide interventions and monitoring that will improve the academic performance of the student. The early warning system is used to identify students who will need additional academic assistance in order to be successful at the beginning of the school year. Data is to be analyzed and students are to be strategically placed in classes according to their need and previous course work. For example a student at a below level in Reading, after consideration of multiple data points, will be placed in classes to provide the additional intervention needed to promote success. We are hoping to provide structured tutoring after-school for any student needing additional assistance. Student data is gathered through various assessments based on the standards. Students who are unable to demonstrate mastery of the standards will receive tutoring related to those failed standards to ensure success. Parents will be contacted to increase support regarding their student attending tutoring. Students who have failed a state assessment are at risk and will be scheduled to attend Saturday camp. Students who are to be pulled out receive one-on-one tutoring during the school day as well as small group instruction is provided through a push-in, targeting a specific standard. The PST team identifies students who are at risk by reviewing academic, attendance, and discipline data. Through the use of this data parent conferences are scheduled, child study team meetings are held, and various other interventions are put in place. Interventions include: tutoring 2 days a week after-school, enrichment 1 day a week, Saturday standards-based tutoring for 7th through 10th grade, and AP tutoring.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Loachapoka High School is a place where all students can learn in a safe and nurturing environment. During the 2017-2018 year, there will be many new opportunities for future growth. There have been changes and additions in both our school's instructional guidelines and to our teaching staff. Next year we hope to offer JROTC, Cosmetology and Automotive services for students in grades 9-12.

The purpose of the JROTC course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. In a JROTC class, students can build soft skills such as leadership, self-confidence and discipline - qualities that are necessary to thrive in any career.

The outcomes of the JROTC program are:

- * Act with integrity and personal accountability as they lead others to succeed in a diverse and global workforce
- * Engage civic and social concerns in the community, government, and society
- * Graduate prepared to excel in post-secondary options and career pathways
- * Make decisions that promote positive social, emotional, and physical health
- * Value the role of the military and other service organizations

Students choosing to enter into Automotive services will learn the close relationship of mathematics and science to the engineering and technology disciplines and should expect to regularly apply mathematics and scientific principles throughout the courses in this cluster. They will enjoy challenging curricula involving practical applications of engineering principles and technological literacy. Knowledge gained by students in this cluster includes science and mathematics principles applicable to engineering and engineering-related careers. As technology continues its rapid expansion, adequately preparing students for engineering-related careers is essential and serves as the primary purpose of this cluster. The Science, Technology, Engineering, and Mathematics cluster classroom and laboratory provide safe and appropriate settings for student exploration and learning. The structured, yet active environment stimulates students' creativity and helps them develop the necessary skills for future employment. The automotive services curriculum is based on recognized industry and professional standards found in national organizations and federal regulations. The need for automotive service technicians is growing rapidly as people continue to keep their vehicles in operation longer than ever before. This program is designed for students to gain knowledge and credentials for entry level employment or to continue their education through college. The program is divided into three levels; Maintenance and Light Repair, Automotive Service Technicians, and Master Service Technicians. All programs are NATEF accredited and students are eligible to receive ASE credentials and can enter the workforce in careers such as:

Maintenance and Light Repair Technician

Automotive Service Technician

Master Automotive Service Technician

The Human Services cluster prepares students for employment in career pathways that relate to families and human needs, such as family and community services, personal care, and consumer services. Cosmetology, Barbering, Nail Care, and Esthetics provides a rigorous instruction to equip students with knowledge and skills needed in preparation for credentials, articulation, and/or further education. The Cosmetology pathway is for students who are interested in pursuing careers that provide services to consumers in the field of beauty application and treatments, such as hairstyling, skin care, cosmetics, manicures/pedicures, and electrolysis. Barbering is for students who are interested in pursuing careers that provide services to consumers in the field of barbering applications and treatments, such as hairstyling, hair cutting and shaving for predominately male clients. Nail Care is for students who are

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interested in pursuing careers that provide services to consumers in the field of beauty application and treatments, such as manicures, pedicures and waxing. And, Esthetics for students who are interested in pursuing careers that provide services to consumers in the field of beauty application and treatments, such as skin care, cosmetics, manicures/pedicures, and electrology.

Graduating students can earn credentials and can enter the workforce in careers such as:

Nail/Dermatology Technician

Make Up Artist

Shampoo Assistant

Skin Care Specialist

Salon Owner/Spa Manager

Barber/Cosmetologist

Hair Colorist

Shampoo Assistant

Esthetician