

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Mrs. Barbara Bethea Sankey

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name LAMP High School

(As it should appear in the official records)

School Mailing Address 215 Hall Street

(If address is P.O. Box, also include street address.)

City Montgomery State AL Zip Code+4 (9 digits total) 36104-3844

County Montgomery County

Telephone (334) 269-3839 Fax (334) 269-3961

Web site/URL http://www.loveless.mps-al.org E-mail mary.harmon@mps.k12.al.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mrs. Margaret Allen E-mail margaret.allen@mps.k12.al.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Montgomery Public Schools Tel. (334) 269-3776

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Melissa Snowden

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 34 Elementary schools (includes K-8)
  - 11 Middle/Junior high schools
  - 8 High schools
  - 0 K-12 schools
- 53 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	58	75	133
10	45	81	126
11	49	67	116
12 or higher	55	68	123
<b>Total Students</b>	207	291	498

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 27 % Asian
  - 26 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 42 % White
  - 4 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2014	488
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Mandarin, Spanish, Hindi, Bengali, Arabic, Telugu, Urdu, Korean, Malay/Indonesian, Punjabi, Japanese, Vietnamese, Gujarati, Thai

7. Students eligible for free/reduced-priced meals: 5 %  
Total number students who qualify: 26

8. Students receiving special education services: 0 %  
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 2 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 0 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	34
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	98%	98%	98%	98%
High school graduation rate	100%	100%	100%	99%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	102
Enrolled in a 4-year college or university	100%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes    No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

To motivate and challenge students to develop the knowledge and skills to realize their fullest potential as productive citizens and lifelong learners in a global community.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

The magnet school application procedures are set forth by the Montgomery County Board of Education and all deadlines are universal for each of the magnet schools in the school system. LAMP applicants must have completed Algebra I prior to the ninth grade. Each applicant must have an unweighted minimum GPA of 3.0 in the core academic subjects for the past three semesters. Evaluation of an official transcript is required for validation of the grades. Students must have an unblemished conduct record. Applicants must complete an orientation process whereby the coursework for the upcoming year is selected. The vast majority of the selected students enter LAMP through the established feeder schools that prepare students for the rigor of a LAMP education. Currently, there are two academic magnet programs at the middle school level that feed directly to LAMP. If there are more positions available after students from the feeder schools are admitted, other eligible applicants will be randomly selected to fill those positions. Likewise, if there are positions available in grades other than the ninth grade, those students are randomly selected.

## PART III – SUMMARY

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LAMP High School is a selective admissions school located near downtown Montgomery, Alabama. The student population, grades 9-12, includes an ethnically diverse cross-section of young people from across the county who apply and are selected based upon grades, test scores, individual interviews and motivation to embrace a challenging college preparatory curriculum.

interaction with the sponsoring adult clubs in the area enhance the development of the students as good citizens. Likewise, the entire school participates in service days, and the annual class versus class penny drive competition is a fun way for the students to contribute funds to the local United Way.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

The LAMP High School curriculum is well orchestrated and has been honed to perfection over the years. This does not eliminate change as student needs evolve nor does it eliminate exciting new options for elective studies. The perfecting process takes place perennially and reflects the growing needs and population of LAMP High School. Each teacher follows the Alabama Course of Study as well as the College and Career Readiness Standards for curriculum guides. All LAMP teachers tutor; both scheduled and impromptu. LAMP teachers incorporate standardized test preparation throughout the school year.

Due to a writing intensive curriculum across all subject matter, the fundamental mechanics of writing are developed rigorously during the freshman year. The class includes an introductory vocabulary program and an intensive study of grammar and composition. The literature component focuses on the short story.

The sophomore year includes an expanded study of vocabulary and an in-depth study of writing skills. The course focuses on American Literature through novels, nonfiction, plays, and poetry.

Juniors take Advanced Placement (AP) Language and Composition. Students are engaged in both the study and analysis of nonfiction prose through semantics and through the structural and rhetorical resources. The study of vocabulary intensifies.

AP Literature and Composition is the senior level English course. Students engage in the study and critical analysis of literary works in multiple genres. Students must demonstrate knowledge of the social, cultural, and historical background of the literary works.

Ninth graders are placed in either Geometry or Algebra II with Trigonometry based solely on the completion of the prior year's math course. Instruction in Geometry incorporates projects connecting Geometry to higher level mathematics by developing visual and spatial sense and strong reasoning skills.

Honors Algebra II with Trigonometry uses an inquiry based learning provided by AP. Mastery of the content standards for this course is necessary for student success in high-level mathematics. The use of appropriate technology is encouraged for numerical and graphical investigation that enhance analytical comprehension.

Algebraic, graphical, numerical, and verbal analyses are incorporated in Pre-Calculus as well as an expanded study of polynomial, rational, trigonometric, logarithmic, and exponential functions. Parametric equations, polar relations, vector operations, and conic sections are mastered. Limits are introduced.

AP Calculus AB is designed to encompass studies in elementary, logarithmic, exponential, and trigonometric functions and rational expressions. The emphasis is on intuitive understanding, graphical analysis, and manipulation skills for both differential calculus and integral calculus. The next level is AP Calculus BC. This course expands Calculus AB topics and includes sequences and series, polar functions, and vector functions. Graphing technology will be consistently incorporated throughout both courses.

The ninth and tenth grade science curriculum is ordained to prepare the students for the AP coursework in the upcoming years. Involving laboratory investigations, ninth grade biology consists of a study of plants, animals, and microorganisms as well as ecological concepts that emphasize the interdependence of all living things.

The tenth grade chemistry class is the study of the properties of matter, the changes that occur in the composition of matter, and the energy absorbed or released in these changes. Fundamental principles include atomic theory, periodic table, periodicity and the elements, nomenclature, formula writing, equation balancing, and stoichiometry. Gas laws, mole concept, and the energy of chemical reaction are investigated.

Eleventh graders have the choice of one of two AP laboratory based science classes: AP Biology or AP Chemistry.

AP Biology has established goals for the understanding of molecules, cells, genetics, and evolution and an in-depth study of organisms and populations. The course is highly dependent on completion of twelve prescribed inquiry-based laboratory experiments.

AP Chemistry emphasizes chemical calculations, the formulation of mathematical principles, and laboratory activities emphasizing the structure of matter, atomic theory and atomic structure, chemical bonding, and nuclear chemistry. When studying reactions, the students learn reaction types and predictions, stoichiometry, equilibrium, kinetics, and thermodynamics. Students also research reactivity, periodicity, and basic organic chemistry.

As a senior, LAMP students can choose one of the before mentioned lab sciences or they may select AP Physics I and II. These courses are designed to be the equivalent of the first year of college physics.

Physics I provides an in-depth study of the major principles of physics and emphasizes the development of problem-solving abilities, laboratory procedures, and individual and group activities. Work, energy, and power are extensively studied with appropriate labs and demonstrations. Physics II explores more advanced topics such as fluid statics and dynamics and thermodynamics with kinetic theory. Electricity is a major component with emphasis on electrostatics, electrical circuits with capacitors, magnetic fields, and electromagnetism. Lastly, the students study quantum, atomic, and nuclear physics.

For freshman, World History emphasizes geographic impact, the development of civic knowledge and responsibilities, and emerging economic systems with within a chronological context. Critical thinking and analysis skills are utilized to compare and contrast civilizations. Foundations of historic, geographic, economic, and political principles are emphasized.

As a required course, AP United States History is the first AP class for the sophomores at LAMP. Emphasis is placed on learning experiences in which students utilize analytical skills for in-depth studies of topics in US History. The guidelines for the course are set forth by the College Board.

As juniors, the required social studies class is AP European History. It introduces students to cultural, economic, political, and social development that played a fundamental role in shaping the world. Students will gain the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics.

As seniors, LAMP students take a semester of AP Macroeconomics and AP United States Government and Politics. Modern economic systems and economic theory are studied with emphasis placed upon the American capitalistic system. Democratic ideals and citizenship are enhanced by students' social participation in community activities.

## 2. Other Curriculum Areas:

A freshman requirement is a semester class entitled Research, Speech, and Debate. There are four components. The study of vocabulary and etymology, the study of word origins and roots, emphasizes decoding skills. These acquired skills complement the intensive preparation for success when taking standardized tests. The research component stresses basic research skills needed throughout the curriculum. The composition component reviews and reinforces basic grammar and paragraph writing.

Ninth graders must also take a computer-based Career Preparedness class. Usage of the KUDER Assessment is advantageous to the students to determine how their strengths and interests can propel them toward a course of study and eventually a career. They learn resume building, letter writing, and other life skills.

Every LAMP graduate must have one full year of physical education. This is designed for ninth graders. Not only do they learn to compete in various sports, but they learn dance techniques and social skills that they will use forever. If older students opt to take PE, they are exposed to techniques in officiating and in coaching young children.

To complement what is learned in PE, the tenth graders take a semester of health covering all aspects of health. They learn hygiene, communicable diseases, effects of tobacco and alcohol, and day to day information such as nutrition, exercise, and proper rest.

Also in tenth grade, art is a requirement. The students learn about the physics of light through an in-depth study of the color wheel. To complement the knowledge gleaned from Geometry, there is a study of perspective. Art students paint portraits from photographs of orphans from different countries. During their study of ceramics, they participate in an Empty Bowls project that supports the local Food Bank.

Every student must have three years of the same foreign language. Each student is encouraged to complete their foreign language studies through the Advanced Placement level. LAMP offers Latin, French, German, Chinese, and Spanish through the AP Level. There are actually two levels of AP Spanish; Spanish Language and Culture and Spanish Literature.

One of the pillars that distinguished LAMP from other high schools in the area was the opportunity our students had to participate in an internship. We call this Field Study. Students are placed in a place of business that they might pursue academically. During the last period of the day they may work in a pharmacy, a hospital, a graphic design studio, an engineering firm, or any place that interests them career wise. This has been a highly successful program.

The LAMP curriculum is highly structured and with the lab science classes being a double period, there are not a lot of opportunities for electives. Therefore, our students select their electives very wisely.

In the past we have offered AP Computer Science. This coming year, we will be on the cutting edge by being one of the first schools in the nation to offer AP Computing Principles. Our students are enthused about the options for studying computers at LAMP.

In order to receive the Advanced Diploma with Honors that LAMP students strive toward, students must study mathematics through AP Calculus AB and possibly BC. However, we offer AP Statistics as an elective. Last year we had fifty eight students who took the course and the AP exam.

Even though we are an academic high school, we have students who are involved in sports. We offer most sport teams with the exception of football. We even have students who play collegiate sports and some who even receive scholarships at Division I colleges and universities.

We also have students who are interested in visual art. Our students can study AP Art History at the Montgomery Museum of Fine Art. They can also take AP 2-D Art at LAMP. The year culminates in an art show and reception that is well attended.

### 3. Instructional Methods and Interventions:

LAMP is responsible for providing a rigorous and relevant curriculum that is cognitively demanding and challenging to students. It is pertinent for students to apply the essential concepts and skills to real world, complex open-ended situations. We progressively review the content we offer and how it matches the goals of our school and state standards. Standards are recorded in each of our curricula and all standards are addressed by the time a student graduates. When students successfully meet the challenges at LAMP, their optimal learning has meaning and value in contexts beyond our curriculum.

At LAMP, instruction is modified both in the classroom and through the structure of our programs to differentiate in such a way to ensure every student meets his/her potential. We teach in a seven period

schedule, which allows our teachers to plan a variety of activities that address the different learning styles in a fifty minute chunk of time.

Our Response to Intervention (RtI) instructional framework is a well-integrated system connecting gifted and supplemental services in providing high quality, standards-based instruction and intervention that is matched to students' academic and social-emotional needs. The use of this multi-tiered model allows promise in supporting all students at LAMP.

Curriculum documents are structured in units, each of which include; objectives, learning activities, assessments, resources, and pacing. At LAMP, curriculum and instruction drives our coursework. Multi-media resources such as textbooks, the internet and scholarly texts are used to reinforce curriculum content. The curricula are designed to transcend state defined standards, providing the rigor that drives student success.

Strong interdisciplinary connections are made through-out LAMP's curriculum. Elements of instruction regarding critical thinking, problem solving, presentation, communication, and technology skills can be found incessantly throughout our coursework. Additionally, these skills are scaffolded between grade levels so as to prepare students for both what is expected in college and also in the career world beyond.

Teachers are very skilled at planning activities for our high performing student body that allow students to progress at their individual pace. By the implementation of activities which are rich in critical thinking and personal connection opportunities, differentiation is supported. We have two computer labs in our building to which teachers and students have regular access.

Our instructional methods are developed with students' acquisition of essential skills in mind. For example, problem solving and transferable skills are integrated into all components of LAMP students' education.

#### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

The Preliminary SAT National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered to all LAMP students their freshmen, sophomore, and junior year. Used to determine student achievement in math, evidence-based reading, and writing, the test is composed of 52 reading items that measure students' ability to read critically, to think logically, analyze, and evaluate information. The mathematics questions measure students' knowledge and skills in algebraic functions, geometry and measurement, numbers and operations, data analysis, statistics, and probability. The writing section measures student knowledge and skills in grammar, word usage and choice.

All seniors at LAMP are assessed using the ACT WorkKeys. This assessment is research-based and measures foundational work skills required for success across industries and occupations. Based on the scores, students may be eligible to earn a Bronze, Silver, Gold, or Platinum Certificate.

All LAMP sophomores are assessed using the ACT Aspire, which is a standards-based assessment system that measure students' progression in English, reading, writing, mathematics, and science. The assessment links to the ACT College-Career-Readiness Benchmarks and aligns with College-and Career-Ready Standards.

Our school has exceptionally high standards, therefore, we look at the advanced proficiency percentages as an indicator of our success. Since LAMP students are college bound, we look more closely at national standardized test results to help identify our students' strengths and weaknesses. These tests include the ACT, SAT, and AP examinations. Then data is used by teachers to analyze their instruction to improve student learning.

The school profile is updated annually and submitted with college applications, given out at information sessions to prospective students, and posted on our school website. We provide previous class' statistics, including the average SAT and ACT scores in comparison to Alabama and nation-wide.

LAMP students are recognized at Board of Education meetings for their high achievements and awards based on their performance on standardized tests.

Professional development days are designed for the specific purpose of sharing ideas within the context of expanding the curriculum. Faculty meetings this year have been committed to district discipline related sharing opportunities. In order to analyze our curriculum and assure the integration of the Common Core State Standards, MPS teachers work together to identify lesson plans and activities which address each of the required standards. Effective dialogue both internally and externally assist us in sharing successes and in the integrating of those successes in other programs.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

School climate is a variable concept that involves many aspects of a student's educational experience. Establishing a healthy school climate is an essential element of a safe school plan that foster academic success and positive youth development. It is an expectation at LAMP to promote a school culture that encourages interpersonal and inter-group respect among students and between students and staff. We believe that social and emotional learning helps our students develop fundamental and effective life skills that include recognizing and managing emotions, developing caring and concern for others; establishing positive relationships, making responsible decisions; and handling challenging situations constructively and ethically.

LAMP is quite a unique place. Noting that it has been named the #1 Magnet High School in Alabama and the #7 Magnet School in the United States, our school nurtures high-end academics but always works to instill strong personal values such as respect, tolerance, and social responsibility. Since our school strives for academic excellence, we have also successfully expanded our Advanced Placement options. We have implemented more history, science, and engineering related electives and have effectively grown our programs to meet the academic needs of our students.

Teachers at LAMP are dedicated to their students, giving their time and effort to make sure that everyone succeeds and reaches their potential. Many faculty members have advanced degrees and constantly seek to attend professional development opportunities. The LAMPLighters has a strong involvement in the lives and success of our students and play an important role in all we do.

LAMP's belief in the importance of community service is displayed in the large variety of volunteer and service opportunities in which our students participate. These values are fortified when academic and social education extends beyond the classroom through meaningful and diverse student activities. The combination of classroom and extracurricular experience allows our students to gain not only subject specific knowledge but also the zeal to become lifelong learners.

Extracurricular activities allow our students to participate in a wide range of social activities and, most importantly, they bond and create a positive, caring atmosphere. Such opportunities, in correspondence with a comprehensive guidance program of prevention and intervention, we provide our students with the experiences, strategies and skills, and support they need to flourish. We understand that a positive school climate is critically related to LAMP's success.

Highly valued by the administration, the students, and their parents, LAMP teachers are constantly validated in their profession. LAMPLighters use their monetary resources to supplement many in-class activities that requires the teacher purchasing equipment or supplies. They generously pay for teachers to participate in summer institutes in their fields of study. This highest level of parental backing and funding allows LAMP teachers the joy and privilege of noteworthy teaching.

It is the little things that matter. On many occasions, there are bags of candy in each teacher's mailbox. Frequently there are doughnuts or baked goods in the lounge that were provided by LAMP families. Every teacher has a drawer full of thank-you notes that have been written by the students. And during college breaks, our halls are replete with students returning to see their former teachers to thank them for the foundation that they gave them in their respective subject areas.

Decisions effecting the school are made collaboratively by the faculty. As an example as to how the faculty works cohesively, the entire staff met with architectural firms in the design of a new physical facility for LAMP. Initially, a representative team was formulated and then the information was presented to the faculty. Afterward, each person had a chance to meet with the architects and voice their input and concerns.

Professional development at LAMP has great meaning. The principal insures that there is a great understanding of local, state, and federal policies concerning all aspects of education and working with students. LAMP teachers are highly effective and have been asked to speak publicly concerning education issues.

## 2. Engaging Families and Community:

At LAMP, we understand that the involvement of parents and families in their children's education is critical to student's academic success. Some of our best practices at LAMP includes creating a welcoming school environment, providing families information related to their child's academic performance and creating a supportive learning environment; establishing effective school-to-home and home-to-school communication, strengthening families' knowledge and skills to support and extend their children's learning at home and in the community; engaging families in school planning, leadership and meaningful volunteer opportunities, and overall connecting students and families to community resources that strengthen and support student's learning and well-being.

LAMP has a parent association, LAMPLighters, that is active and an invaluable support for our programs. Providing volunteers and funding for various events such as the Homecoming Dance and trips, this organization is a solid foundation to the academic and social aspect of our school.

LAMPLighters arrange events that consistently reinforce the importance of communication and reflection in our growth process. For example, LAMPLighters host many events where the superintendent and the principal answer parent questions and discuss important challenges in our school and curriculum.

At Open House, LAMPLighters welcome families, sell spirit wear, and serve refreshments. The Parent Association also provides funding for student enrichment experiences such as Advanced Placement study sessions and extracurricular programs.

LAMP's internship program is another example of how we work within the community for both student success and school improvement. This experience provides relevant learning opportunities for students by expanding the educational and corporate worlds beyond our campus. Utilizing our partnerships, we create opportunities for our interns to gain on the job experience, as well as apply the knowledge acquired in their service at LAMP.

## 3. Professional Development:

Since the Advanced Placement (AP) curriculum is the foundation of LAMP, we understand the importance of providing teachers the most innovative and effective professional development possible. Our teachers are trained by the AP professionals that provide the best tools and techniques for helping our students acquire the skills needed to excel in AP classrooms. At workshops, our teachers are able to review course outlines, content-related handouts, student samples, and scoring guidelines. These workshops focus on enlightening our teachers on learning specific pedagogical techniques and content specific strategies that can be incorporated in the classroom. For example, teachers are able to align instruction with the goals of the AP courses, identify the skills and knowledge the exam will assess; determine the tasks and materials for which students may need more preparation, draft a syllabus that meets the curricular requirements for the course; and understand how to make equitable access a guiding principle in designing instruction.

The empowerment of LAMP's professional development program drives the growth plan which supports our high student achievement. School improvement is generated from a professional development team. Dialogue is consistent among the faculty and professional development team in order to gather information which identifies growth areas. An Action Plan for development is created based upon the information and is reevaluated every year.

Our Action Plan aligns with several of our Middle Schools academic goals. Efforts for both are coordinated and LAMP is able to proceed successfully. Examples of focus areas include cross curricular writing, problem solving, and critical- thinking.

Our faculty members have the opportunity to meet with their department frequently to discuss areas of instructional improvement and create a plan to drive achievement of those goals. Teachers use a variety of factors such as student problem solving and writing samples to guide the creation of strategies to support student growth.

There are many district professional development opportunities offered to teachers. Chalkable STI Professional Development software was implemented to assist teachers in keeping track of their hours, while also involving administrators as a support to teacher growth.

#### 4. School Leadership:

The School Leadership Team (SLT) at LAMP consists of two administrators, two administrative staff members, five department leaders, and a counselor. The goal of this group is to develop school-based educational policies, and ensure that resources are aligned to implement those policies. This team assists in the evaluation and assessment of our school's educational programs and their effects on student achievement.

LAMP's leadership philosophy is team oriented and focused on promoting the development of positive relationships among administrators, faculty and staff, parents, students, and stakeholders. We embrace diversity and respect one another which mirror the values of lifelong learning, encouraging academic excellence, and personal and professional growth.

Our SLT play an important role in creating a structure for school-based decision making, and shaping the path to a collaborative school culture. They are responsible for the hiring and firing of school staff, but most importantly, they provide an annual assessment to the community district and superintendent regarding the principal's record of developing an effective, shared decision-making relationship with the SLT members during the year.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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Advanced Placement is the “heartbeat” of Loveless Academic Magnet Program (LAMP). Our AP curriculum, with College Board trained teachers that are highly effective, provides courses that are college-level in rigor, in thought, and in assessment. Over three-fourths of LAMP students are enrolled in AP courses. The classes offered guarantee thoroughness of subject material and encourage our students to strive for academic excellence. The assessments in these classes require sophisticated critical thinking skills. As a result of the advanced rigor and curriculum we offer, many LAMP graduates are able to immediately advance beyond introductory college course work.

The 2015 AP Exam Results Summary shows we made proficient scores overall in our Advanced Proficient percentages in science, foreign language, mathematics, and English.

Since we are a Montgomery public school that strives for academic excellence, we are proud to have fifteen National Merit Finalist in 2015-16 school term. We have had a Ron Brown Scholar in 2014, 2015, and 2016. We have also had a Presidential Scholar in 2015. Last year three LAMP students scored a perfect 36 on the ACT. This year one senior student scored perfectly on both the ACT and SAT. The class of 2015, having 102 graduates, earned \$18.5 million dollars in scholarships.

LAMP has been chosen as the exemplar school in Alabama for the ACT. With an ACT average of 28 and with close to half the class scoring 30 or above, it was seemingly befitting of ACT to honor the hard work that LAMP students and teachers do constantly and consistently. The Washington Post has consistently ranked LAMP as one of the country’s most challenging schools. U.S. News and World Report has ranked LAMP as a top ranking school across the state and across the country perennially.

LAMP has a parent association that is extremely active and provides an invaluable support for our programs. This organization provides monetarily for various school events such as Science Olympiad and Robotics. LAMP Lighters supports events that consistently embrace our rigorous and in-depth problem solving curriculum. For example, the LAMP Lighters provides funding for resources used for AP study sessions to prepare our students for AP Exams. This opportunity provides a great benefit to our students and grants earned college credits and placement.

A critical component of our student academic success at LAMP is the encouragement, team focused communication with administrators, teachers, parents, students and stakeholders. Our administrators, faculty, and professional staff proactively engage students and families in constant dialogue regarding student achievement. Additionally, standardized procedures allow tracking of student’s strengths and growth opportunities across disciplines.

As part of our School Improvement Plan, LAMP implements initiatives that allow students to demonstrate a commitment to creating quality work by using learning strategies for improvement. We believe in the commitment to excellence for all students as we prepare them to become a part of a global society with all of its challenges and opportunities. Through the lens of continuous improvement, LAMP continues to focus our resources to ensure the highest quality of instruction and programs.