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Dr. Jason Miller, Superintendent

Learning Encouraging Excelling

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Introduction

The Lee County School System (LCSS) strategic plan was developed at a time of great change in the school system. Changes to the College and Career Ready Performance Index (CCRPI) measurement were ongoing, as all systems in Georgia had moved to the Milestones assessment battery. This battery of assessments contains more rigorous testing with questions at higher levels of depth of knowledge than ever before. These tests replaced CRCT and EOCT exams, which were much less rigorous. Of course, this caused significant changes in the level of success that students attained on Milestones testing (End of Grade (EOG) tests for 3-8, and End of Course (EOC) tests for 9-12).

Changes also occurred in the emphasis on student academic growth. The percentages between achievement and growth calculations on the CCRPI changed in order to emphasize academic growth more than before (from 60% achievement / 40% growth, to 50% / 50%). With the Teacher Keys Evaluation System (TKES) and the Leader Keys Evaluation System (LKES) also heavily emphasizing student growth (Student Growth Percentiles (SGPs) from Milestones testing, and percent growth from Student Learning Objective (SLO) testing), elements of the LCSS Strategic Plan were written to ensure appropriate growth measures for students. This district strategic plan was developed during the 2015-2016 school year and was facilitated by Gail Melvin, SWGARESA consultant.

The District Strategic Planning Core Team

During the spring of 2016, the strategic planning process began in Lee County with the formation of the District Planning Core Team. This Core Team consisted of key district leaders and representation from Southwest Georgia RESA. Initial Core Team Members were:

Dr. Jason Miller	Superintendent	Lee County Schools
Kevin Dowling	Assistant Superintendent	Lee County Schools
Susan Manry	Curriculum Director	Lee County Schools
Robin Giles	Special Education Director	Lee County Schools
Jan Duke	Federal Programs Director	Lee County Schools
Sandra Parker	CTAE Director	Lee County Schools

The first task for the Core Team was to select individuals to serve on a larger District Strategic Planning Team. Selection for this team was based upon multiple criteria and the desire to provide representation from all school levels (primary, elementary, middle, high) the various departments at the district office, and various positions throughout the district. The following is a roster of the Lee County Strategic Planning Team for 2015-2016:

District Strategic Planning Team

Team Member	Position
Dr. Jason Miller	Superintendent
Kevin Dowling	Assistant Superintendent
Susan Manry	Curriculum Director 6-12 (15-16)/K-12 (16-17)
Donna Ford	Curriculum Director K-5 (15-16)
Robin Giles	Special Education Director
Jan Duke	Federal Programs/Pre-K Director
Kenny Roberts	CTAE Director (Current)
Sandra Parker	CTAE Director (1998-2016)
Tamela Thomas	LCSS (Pre-K) Teacher
Pam Willis	KPS Assistant Principal
Linda Gerstel	KPS (K) Teacher
Vicki Crew	KPS (2nd) Teacher
Jaime Murdock	LCPS Assistant Principal
Christy Sutton	LCPS (2nd) Teacher
Holly Black	LCES Principal
Andrea Kennedy	LCES (3-Math) Teacher

Robert Ellington	LCES (5-SS/SOC) Teacher
Chet Dreschel	LCES (Music) Teacher
Katie Peppers	Principal TOES
Jess Davis	TOES (4-Math) Teacher
Kelli Duke	LCMSE Principal
Kim Goodson	LCMSE Media Specialist
Linda Winfree	LCMSE(8-ELA) Teacher
Trey Haynes	LCMSW Assistant Principal
Audra Davis	LCMSW (Math/ELA 6th) Teacher
Vonnie McClung	LCMSW (CTAE) Teacher
Ginger Lawrence	LCHS 9 Principal (current)
Tim Mears	LCHS 9 Principal (15-16)
Pat Edwards	9th Grade-Media Specialist
Marcia Lane	9th Grade (Math) Teacher
Aaron Edmonson	TLC Director
Karen Hancock	LCHS Instructional Sup. 15-16/Current Principal
Kevin Taylor	LCHS Assistant Principal
Brian Holt	LCHS (ELA) Teacher

Courtney Greenway	LCHS (CTAE) Teacher
Eric Watson	LCHS (History) Teacher
Dave Baltenberger	LCHS (Science) Teacher
Natalie Crosby	Instructional Technology Specialist
Daisy Beaver	Instructional Technology Specialist
Leslie Reese	Special Education Lead Teacher

Strategic Planning Process

Lee County School District used a process developed by the Georgia School Boards Association (GSBA) and Georgia Leadership Institute for School Improvement (GLISI) to develop an updated strategic improvement plan for the school district. A diverse planning team that represented stakeholder groups was established.

At the initial meeting in March 2016, Strategic Planning Team members were introduced to one another and charged with their primary task:

To create a collaborative, consensus-driven, living document that serves as a framework for continuous school and district improvement.

To facilitate their collaborative work, team members participated in a "Compass Points" activity to determine group behaviors and work preferences. At the conclusion of this activity, it was evident that all points of the compass – North, South, East and West – were represented on the team, indicating a good balance of personalities and working styles.

Team members were tasked with developing ground rules or norms for efficiently working together. Over time the following norms evolved and were adopted by the group:

- Meetings will begin and end on time!

- Active participation is required.

- Respect the feelings and ideas of team members.

- Reach a final decision in a timely manner.

- Meetings should be purposeful and productive.

- Come to meetings prepared.

Next team members were oriented to the planning process that would be employed to create the district's strategic plan. This graphic shows the step-by-step process.

Strategic Improvement Process

Who are we as a district?	Our core beliefs that guide our actions
Where do we want to go?	Our future vision: What do we want for our students?
How will we get there?	Our mission that drives our daily work
Where are we now?	Our status quo, needs, and root causes defined by data
What are our goals?	Our targets for improvement
What are our strategies?	Our strategies, interventions, programs, and initiatives
How do we implement?	Timelines, resources, and people to make it happen
How do we monitor and adjust?	Benchmarks, progress monitoring, continuous improvement

Beliefs Mission and Vision

The Strategic Planning Team designed drafts of belief statements, vision statements and mission statements – which began at the first meeting and continued into the next two meetings. This reflective process was done in small collaborative groups. Drafts of beliefs, vision and mission statements were developed, and all team members were provided multiple opportunities to edit and make additions. The draft statements listed below are consensus work of the Strategic Planning Team.

We believe in…

  ➤ investing in our students through strong partnerships between home, school, and community.

  ➤ providing each student a quality and challenging education through engaging learning opportunities.

  ➤ ensuring everyone an environment in which they feel safe, valued, and nurtured.

  ➤ offering opportunities for students to be successful through highly effective teachers and targeted resources.

  ➤ preparing our graduates with the academic, social and work skills necessary to be productive citizens in school and life.

LCSS Mission

The Lee County School System has a drive for excellence and a passion for distinction in providing challenging educational experiences for all students.

LCSS Vision

Learning   Encouraging   Excelling

A snapshot of the Community and District

Lee County, one of Georgia's original 32 counties, is nestled in the heart of Southwest Georgia. Lee County has a population of approximately 30,000 people. The northern half of the county is rural, and the southern half is suburban with most parents working in Albany. The socioeconomic level in Lee County is among the highest in South Georgia.

Economically, 11.8% of Lee County's residents live below poverty level with a 5.8% unemployment rate. The median income for a household in the county is approximately $60,667. The per capital income for the county is $26,886. The free and reduced rate for the school system is 46%.

Lee County School District is located in Leesburg, Georgia. Presently, (FY17) the school system serves 6400 students in grades Pre-K-12. There are eight schools within the county, consisting of two primary schools, two elementary schools, two middle schools, a 9th grade campus and a 10-12 high school campus. In addition, the system offers a Pre-K program and an alternative school. Demographically the system is 72% white, 20% African-American, 3% Asian, 2% Hispanic, and 3% other.

The school system is the largest employer in Lee County with a monthly payroll of approximately $ 3.5 million with 455 certified employees, 379 non-certified employees and 92 part-time employees. Lee County is the home of Buster Posey- professional baseball player, Luke Bryan- Country Music Artist of the Year, and Phillip Phillips- American Idol winner and recording artist.

Lee County Pre-K Program

For the 2015-2016 school year, Lee County's Pre-K program serves a total enrollment of 289 students which consists of 5% Hispanic/Latino, 2% Asian, 17% Black or African American, 72% White and 3% two or more races. The student population excluding white and not of Hispanic Origin is 28%. Of these 289 students, 46% are females and 54% are male and 50% are economically disadvantaged. Special education services are provided to approximately 5% of the students between the ages of three and five.

The staff includes a project director, site director, 13 teachers, 14 paraprofessionals, and a speech pathologist. Itinerate therapists serve students requiring physical therapy, occupational therapy, or hearing impaired services.

Funded through the Georgia Lottery, the pre-k program provides positive learning experiences and skill development in the focus areas of language/literacy, math, science, creativity, social/emotional, and physical development.

Lee County Primary School

Lee County Primary School (LCPS) is located in rural Lee County. The school was established in 1986 and originally housed all kindergarten, first, and second grade students. Due to a tremendous growth in the county's school age population an additional primary school was built in 1996. In 2007, ten more classrooms were added to LCPS. LCPS serves students who live in the east zone of the county. For the 2015-2016 school year, LCPS serves a total enrollment of 678 students which consists of .01% Hispanic/Latino, 0.1% Asian, 21% Black or African American, 71% White and 4% two or more races. The student population excluding white and not of Hispanic Origin is 29%. Of these 678 students, 48% are females and 52% are male and 49% are economically disadvantaged.

The staff includes two administrators, forty-seven teachers, thirteen paras, one counselor, two speech pathologists, one school nurse, one media specialist, one receptionist, one bookkeeper, seven cafeteria staff members and four custodians. LCPS offers services in ESOL, special education, early intervention(EIP), gifted and guidance. Classes are provided in physical education, music and art.

Lee County Primary School provides challenging educational experiences that involve the students, faculty, parents and community. Everyone works together to achieve personal and educational goals, allowing Lee County Primary School to maintain its strong commitment to excellence.

Kinchafoonee Primary

In the 2015-2016 school year, Kinchafoonee Primary School had an enrollment of 676 which consists of 2% Hispanic/Latino, 0.8% Asian, 21% Black or African American, 0.1% Native Hawaiian or Pacific Islander, 71% White and 4% two or more races. The student population, excluding white and not of Hispanic Origin, is 29%. Of these 676 students, 47% are females and 53% are male and 49% are economically disadvantaged.

The staff includes two administrators, forty-seven teachers, thirteen paras, one counselor, one speech pathologists, one school nurse, one media specialist, one receptionist, one bookkeeper, seven cafeteria staff members and four custodians. KPS offers services in special education, early intervention(EIP), gifted and guidance. Classes are provided in physical education, music and art.

Kinchafoonee Primary School provides challenging educational experiences that involve the students, faculty, parents and community. Everyone works together to achieve personal and educational goals, allowing Kinchafoonee Primary School to maintain its strong commitment to excellence.

Lee County Elementary School

Lee County Elementary School is located in Leesburg, Georgia and currently serves 680 students in 3rd, 4th and 5th grades. The 680 students consists of 4% Hispanic/Latino, 3% Asian, 18% Black or African American, 0% Native Hawaiian or Pacific Islander, 72% White and 2% two or more races. The student population, excluding white and not of Hispanic Origin, is 28%. Of these 671 students, 55% are females and 45% are male and 47% are economically disadvantaged.

The staff includes two administrators, 45 teachers, 7 paraprofessionals, one counselor, one speech pathologist, one school nurse, one media specialist, one receptionist, one bookkeeper, one substitute coordinator, 12 cafeteria staff members, and 4 custodians.

All grade levels are departmentalized with teachers teaching specific content areas using the team approach. Activity specials include, typing and computer skills instruction, physical education, music, and art. Challenge is the title given to our pull-out gifted program. We house our system's ESOL program for the elementary level. In addition to these two programs, various other programs have been implemented to address the needs of all learners: Early Intervention Program (EIP), response to Intervention (RTI), Mentoring Program, Positive Behavior Intervention Services (PBIS), Occupational Therapy, and ASPIRE Counseling Services.

Having four computer labs, 150 Chromebooks, 50 iPads, and Smart Boards in every classroom allow teachers to integrate technology into their lessons. Document cameras and Apple TV access help bring the world into the classrooms. Devices are used not only to review skills using USA Test Prep, Digital Coach, Moby Max, iStation, and iLearn but also to provide a way for students to produce work using technology.

Our students are given multiple ways to be involved in school-related activities beyond the four walls of the classroom. LCES students perform a drama production each year. Students also participate in archery tournaments, Odyssey of the Mind competitions, and in writing and math contests. We also offer Mileage Club, Lego Club, Science Club, and Family Fun Nights for various grade levels.

Twin Oaks Elementary School

Twin Oaks Elementary School, located in Leesburg, currently serves 753 students in 3rd, 4th, and 5th grades. The 769 students consists of 3% Hispanic/Latino, 3% Asian, 17% Black or African American, 74% White and 4% two or more races. The student population, excluding white and not of Hispanic Origin, is 26%. Of these 753 students, 49% are females and 51% are male and 45% are economically disadvantaged.

The staff includes two administrators, forty-four teachers, eight paraprofessionals, one counselor, one school nurse, one occupational therapist, one physical therapist, one media specialist, one secretary, one bookkeeper, seven cafeteria staff members, and four custodians.

Teachers in grades 3-5 are departmentalized and use the team approach. 3rd grade has 5 teams, 4th grade has 4 teams, and 5th grade has 3 teams. Activity specials include physical education, music, and art. Gifted students are served using the pull out/resource model and are cluster grouped in their academic classes. Various academic programs have been implemented to address the needs of all learners: Early Intervention Program (EIP), Response to Intervention (RTI), Zero Period, After-school tutoring, and Gifted. Twin Oaks also has several clubs including Drama Club, K-Kids, Performance Music Group, as well as Kindness Revolution which rewards students for random acts of kindness.

Lee County Middle School East Campus (LCMSE)

LCMS East Campus is located on Firetower Road in Leesburg, Georgia. For the 2015-2016 school year, the school serves a total student population of 673 students consisting of 234 6th graders, 196 7th graders, and 243 8th graders. The school staff includes two administrators, two counselors, 44 certified teachers, five paraprofessionals, one media specialist, three clerical personnel, one school nurse, eight cafeteria staff members, and four custodial staff members.   The student body is composed of 4% Hispanic, 3% Asian, 20% African American, 71% Caucasian, and 2% Multiracial students. The school is a Title I targeted/assisted school with a total of 48% economically disadvantaged students.

Lee County Middle School East Campus provides a rigorous level of academic standards while still maintaining an awareness of students' needs and abilities. LCMS-E is a Lighthouse School to Watch that prides itself in creating personalized environments to foster the development and individuality of each middle school student through a teaming approach. Connections courses consist of Band, Art, PE/Health, Spanish, Chorus, Business/Technology, and Basic Agriculture classes. In addition, eighth grade students have the opportunity to take Basic Agriculture, Business /Technology, Honors Physical Science, Coordinate Algebra, and Writer's Workshop for high school credit.

A wide range of supports are offered for students' physical, emotional, and intellectual development. LCMSE offers services in special education, Title 1 Math and ELA, gifted and Positive Behavior Interventions (PBIS). We also house our system's ESOL program for the middle school level. The administration and faculty at LCMS-E have a shared knowledge and vision of the components that result in highly effective teaching and learning as well as a working knowledge of middle school learners and their developmental needs.

Lee County Middle School West Campus (LCMSW)

Lee County Middle School West Campus is located at 190 Old Smithville Road in Leesburg, GA. The West Campus has a total school population of 790 students. The school staff includes two administrators, two counselors, 55 certified personnel including 11 special education teachers, eight paraprofessionals, one media specialist, three clerical personnel, one school nurse, eight cafeteria staff members, and four custodial staff members.   The student body is composed of 2% Hispanic, 4% Asian, 21% African American, 70% Caucasian, and 2% Multiracial students. The school is a Title I targeted/assisted school with a total of 46% economically disadvantaged students.

 Lee County Middle School West Campus provides a rigorous level of academic standards while still maintaining an awareness of students' needs and abilities. LCMSW is a Lighthouse School to Watch that prides itself in creating personalized environments to foster the development and individuality of each middle school student through a teaming approach. Connections courses consist of Band, Art, PE/Health, Spanish, Chorus, Business/Technology, and Basic Agriculture classes. In addition, eighth grade students have the opportunity to take Basic Agriculture, Business /Technology, Honors Physical Science, Coordinate Algebra, and Writer's Workshop for high school credit.

A wide range of supports are offered for students' physical, emotional, and intellectual development. LCMSW offers services in special education, Title 1 Math and ELA, gifted and Positive Behavior Interventions (PBIS). We also house our system's ESOL program for the middle school level. The administration and faculty at LCMSW have a shared knowledge and vision of the components that result in highly effective teaching and learning as well as a working knowledge of middle school learners and their developmental needs.

The Lee County High School 9th Grade Campus

The Lee County 9th Grade Campus was established as a separate campus in 2008. Students take the core subjects at the Ninth Grade Campus which include Ninth Grade Literature, Coordinate Algebra, Biology, Civics, and Health. In addition, student electives consist of Spanish, Construction, Introduction to Business, Healthcare Science, Body Sculpting, Band, Chorus, Drama, Journalism, Law and Justice, and Speech/Debate. Currently, students must have 23 Unit Credits to graduate from Lee County High School and the Ninth Grade Campus is designed to get students on the right path to reach this graduation goal.

In addition to the traditional 9th grade classes, we also offer Honors civics, Literature, biology, foundations of algebra, Analytic geometry, Coordinate Algebra/Analytic Geometry Block, and Advanced Placement Human Geography.

We have 30 full time teachers on staff. We also have seven part-time staff members that we share with other schools. Other personnel include one counselor, one nurse, one media specialist, two clerical workers, and five paraprofessionals. The total enrollment of 457 students is composed of 3% Hispanic, 3% Asian, 21% African American, 70% Caucasian, and 2% Multiracial students. The school is a Title I targeted/assisted school with 50% females, 50% males, and 48% economically disadvantaged students.

The Lee County 9th Grade Campus also offers services in special education, math and reading support classes, gifted services through advanced content model and Positive Behavior Interventions (PBIS).

Lee County High School 10-12 Campus

Lee County High School is located in Leesburg, GA. For the school year 2015-16, LCHS serves a total of 1295 students, consisting of 3% Hispanic, 3% Asian, 23% African American, 68% Caucasian, and 3% Multiracial students. The school is a Title I targeted/assisted school with 49% females, 51% males, and 40% economically disadvantaged students.

The staff includes five full-time administrators (plus two additional administrators at 49%), 85 teachers, eight paraprofessionals, three counselors, two media specialists, seven secretaries, one resource officer, one school nurse, ten cafeteria workers and eight custodians. A speech and language pathologist and an ESOL teacher is also in the building for part of the day.

Students are offered numerous opportunities for elective choices consisting Spanish, Construction, Welding, Agricultural courses, Introduction to Business, Accounting, Healthcare Science, Body Sculpting, Weight Training, Band, Chorus, Drama, Journalism, Law and Justice, Forensics, and Speech/Debate. Career, Technical, and Agricultural Educational pathways are offered in Culinary, Marketing, Business, Early Childhood Education, Public Safety, Metals, Healthcare Science, Agriculture, and Construction. Lee County High School also has two Industry Certified programs in the areas of Construction and Metals.

In addition to the traditional high school academic classes, students have the opportunity to earn dual credit through Move on When Ready (MOWR) opportunities by enrolling in college or technical college courses. LCHS also offers several Advanced Placement (AP) courses in Literature and Composition, Language and Composition, World History, US History, Calculus AB and BC, Statistics, Physics, Chemistry, Biology, Psychology, and European History.

A number of academic intervention programs are used to address the varying needs of our students. These programs include special education, ESOL program, Instructional Focus time for remediation / enrichment, remedial support classes in both math and reading, and credit recovery courses. These programs are monitored as part of the RTI (Response to Intervention)/ MTSS (Multi-Tiered System of Supports) process.

Transitional Learning Center (TLC)

The Transitional Learning Center (TLC) is located within Lee County Middle School West Campus. The school is located at 190 Smithville Road in Leesburg, Georgia. For the 2015-2016 school year, the school serves a total student population of 65 to 70 students generally consisting of eight - 6th graders, four - 7th graders, and 23 - 8th graders, 11 - 9th graders, ten - 10th graders, five - 11th graders, and four - seniors. Numbers constantly fluctuate due to students progressing from one grade to the next and finishing courses for high school credit within a given semester. The school staff includes one administrator, one counselor, eight certified teachers, one paraprofessional, and one receptionist. All other clerical personnel, school nurse, cafeteria staff members, and custodians are provided by the Lee County Middle School West. The student body is composed of 1% Hispanic, 31% African American, 64% Caucasian, and 4% Multiracial students.

TLC serves as an alternative to the traditional middle and high school programs. Students are taught through direct instructional and through the use of computer programs such as APEX and Gradpoint. The goal is to give each student the chance to be successful and reach the potential they were not able to in a traditional school setting. We focus on instilling academic and social standards that will help each student be as successful as possible. Our academic side consists of a Learning, Engaging, Accelerating, and Promotion program (**LEAP)** and an **8.5** program which are designed for students who are two years behind academically and are repeating the 6th, 7th, or 8th grades. In addition, High school administrators consult with parents to help identify and recommend students who are behind on credits.

Academic placement is made for a minimum of one semester. A lengthened period will be determined by the director, and is contingent upon the student's success in meeting the requirements for exiting the program. Students coming to TLC because of behavioral issues are placed by a disciplinary tribunal or a waiver, according to the Lee County School System Code of Conduct.

A Data Album of Lee County Schools

The next step involved determining where we were as schools and as a district. To this end, large amounts of student performance data were collected, organized, and analyzed to create a graphic "data album" for Lee County Schools. This performance data has been divided into the primary, elementary, middle and high school levels for the district. This data provided a strong focus on several years of required state tests such as the Milestone EOGs and EOCs results, G-Kids results, Lexile data, graduation rates, SAT results and much more. Test data were examined down to the grade level and to the content domain level. The greatest areas of needs were identified, and root causes were identified.

School accountability data from the 2014-2015 College and Career Ready Performance Index were examined at the category performance level and the indicator performance levels. This comprehensive CCRPI report included several dozen different data points, including student growth percentiles (SGP) Achievement Gap, Lexile Levels, Challenge Points, and Climate Star Ratings for the district schools. For this analysis, Lee County's CCRPI was compared to the average state performance at the elementary, middle and high school levels. Median student growth percentiles for the state tested subjects and courses were also reviewed to provide an added dimension to the analysis.

To better inform the strategic planning process, large amounts of perception data also was collected by surveying certified and noncertified personnel, parents, community and business stakeholders. Personnel were asked to respond to the four questions that are derived from SWOT (strengths, weaknesses, opportunities, threats) analysis techniques. The district-wide feedback from this survey was informative and was reviewed and presented to the Strategic Planning Team. A summary of this feedback is provided starting on page 66. At the beginning of the 2015-2016 Lee County School System became a Strategic Waiver System and entered into a five-year contract with the State Board of Education allowing for flexibility from state board rules in an effort to achieve agreed upon goals for the system. The 2015-2016 CCRPI data will be the baseline data for the system and state to monitor the performance of the system to achieve the agreed upon accountability goals.

Analysis of Primary School GKIDS Academic Content Area Results

LCSS ELA Mean % of Meet/Exceeds Compared to Georgia Mean %

LCSS Math Mean % of Meets/Exceeds Compared to Georgia Mean %
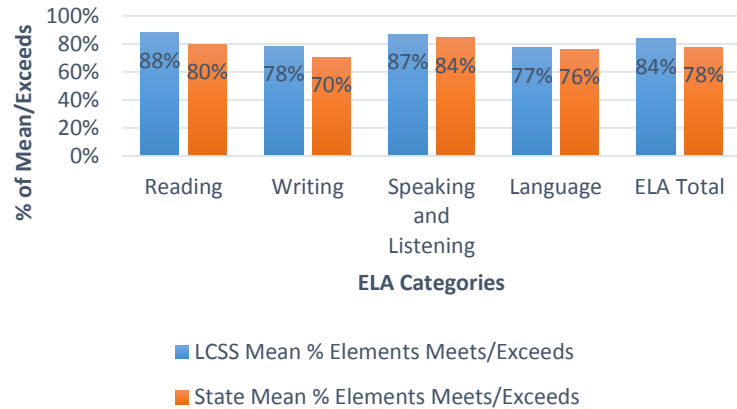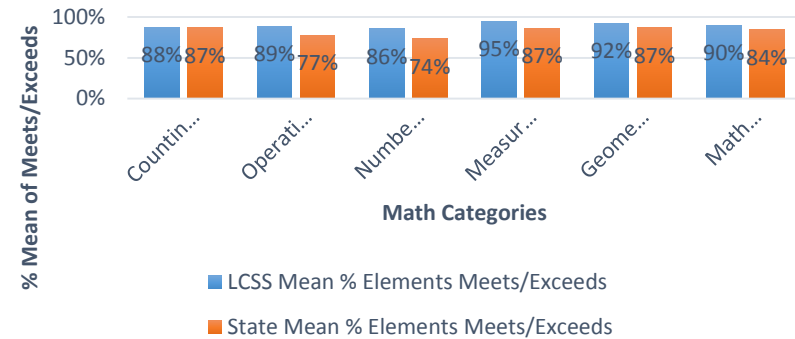
Commentary on primary ELA Cateogory	**Commentary on primary Math Category**
The graph shows the Primary Schools in Lee County are above the State % Mean of Meets/Exceeds in all ELA categories for the 2016 GKIDS.	The graph shows the Primary Schools in Lee County are above the State % Mean of Meets/Exceeds in all Math Categories for the 2016 GKIDS.

Analysis of Primary School GKIDS Non-Academic Content Area Results

LCSS Approaches Mean % of Meets/Exceeds Compared to Georgia Mean %

LCSS Personal/Social Mean % of Meets/Exceeds Compared to Georgia Mean %

Commentary on Approaches Categories of GKIDS	**Commentary on Personal/Social Development Categories of GKIDS**
The graph shows primary schools in Lee County are above the state % mean in all categories of the Approach Categories for the 2016 GKIDS.	The graph show primary schools in Lee County are below the state % mean in all categories of the Personal/Social Categories by 1-2% for the 2016 GKIDS.

Analysis of Elementary English Language Arts Georgia Milestone End of Grade Student Achievement Data

Third Grade ELA 2014-2015 to 2015-2016 Comparison

% of Students at each Level vs **Levels of Achievement**

Level	2014-2015	2015-2016
Beginning	20.00%	18.00%
Developing	33.00%	36.00%
Proficient	38.00%	33.00%
Distinguished	9.00%	13.00%
% Passing	47.00%	46.00%

■ 2014-2015 ■ 2015-2016

Fourth Grade ELA 2014-2015 to 2015-2016 Comparison

% of Students at each Level vs **Levels of Achievement**

Level	2014-2015	2015-2016
Beginning	23.00%	15.00%
Developing	39.00%	37.00%
Proficient	31.00%	20.00%
Distinguished	7.00%	5.00%
% Passing	38.00%	47.00%

■ 2014-2015 ■ 2015-2016

Fifth Grade ELA 2014-2015 to 2015-2016 Comparison

% of Students at each Level vs **Levels of Achievement**

Level	2014-2015	2015-2016
Beginning	23.00%	17.00%
Developing	42.00%	40.00%
Proficient	29.00%	39.00%
Distinguished	6.00%	4.00%
% Passing	35.00%	43.00%

■ 2014-2015 ■ 2015-2016

Commentary on Elementary ELA Performance from 2014-2015 to 2015-2016

The graphs show that 3rd decreased by 1% point from 14-15 to 15-16, while 4th grade increased by 9% points and 5th grade increased by 8% points.

Third grade increased by 5% points for the Distinguished achievement level, while 4th and 5th grade both decreased by 2% points.

Overall, ELA scores at the proficient and distinguished levels are trending in a positive direction. In analyzing school data, schools were within 5% points of each other, with a 5% difference in third grade, 4% difference in 4th grade and a 3% difference in 5th grade.

Analysis of Elementary English Language Arts Georgia Milestone End of Grade Student Achievement Data

Comparison of ELA 3-5 LCSS and State EOG Scores for 2015-2016
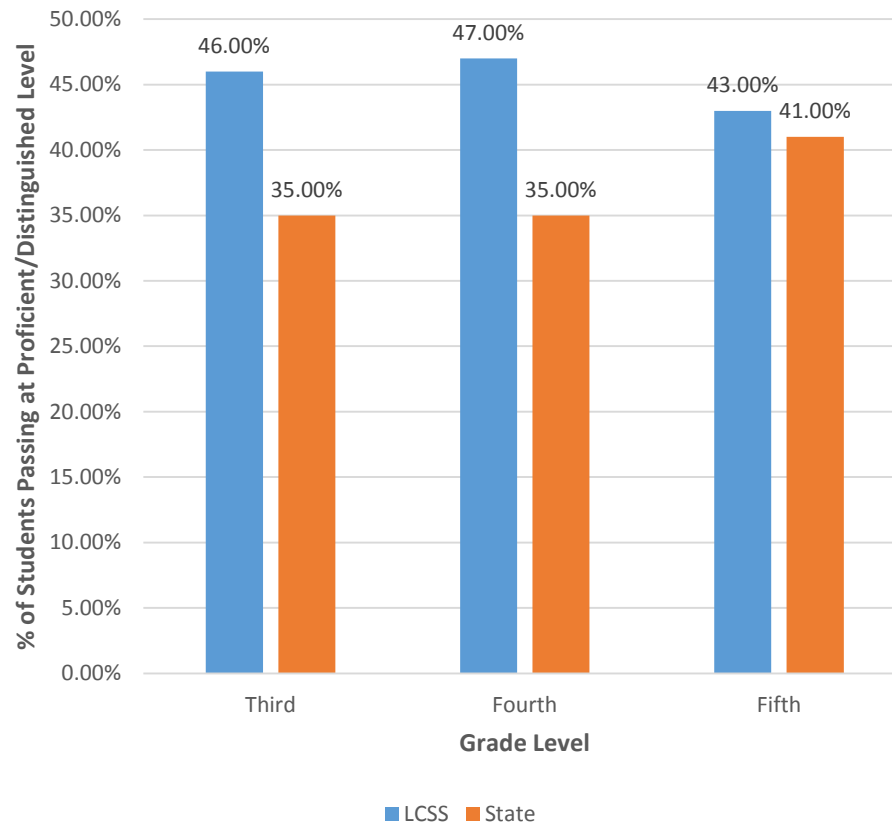
Commentary on Elementary ELA Performance of LCSS to the State based upon 2015-2016 Georgia Milestone End of Grade

The graph shows LCSS average for all grades 3-5 is above the State Average.

In third grade, LCSS is above the state by 11% points.

In fourth grade, LCSS is above the state by 12% points.

In fifth grade, LCSS is above the state by 2% points.

Overall, ELA scores at the proficient and distinguished levels are trending in a positive direction as compared to the state averages.

Analysis of Elementary Reading Status based upon Georgia Milestone End of Grade Data

LCSS Elementary Comparison of Reading Status for 2014-2015 and 2015-2016

% of Students Reading at or above Grade Level

Grade Level	2014-2015	2015-2016
Third	78.00%	83.00%
Fourth	65.00%	69.00%
Fifth	67.00%	73.00%

LCSS and State Comparison of Reading Status for 2015-2016 EOG

% of Students Reading at or above Grade Level

Grade Level	System	State
Third	83.00%	72.00%
Fourth	69.00%	58.00%
Fifth	73.00%	68.00%

Commentary on Elementary Reading Status

In comparing the 2014-2015 percentage of students reading at or above grade level in grades 3-5 to the 2015-2016 Georgia Milestones, LCSS increased in the percentage of students reading at or above the grade level in all grades. Third grade increased by 5% points, fourth grade by 4% points, and fifth grade by 6% points. In analyzing school data, the difference in school percentage points for grades 3-5 are 1%, 2% and 8% respectively.

LCSS is above the State average for the % of students reading at or above grade level in all grades 3-5 as well. Third and fourth grades are above the state average by 11% points and fifth grade is above by 5% points.

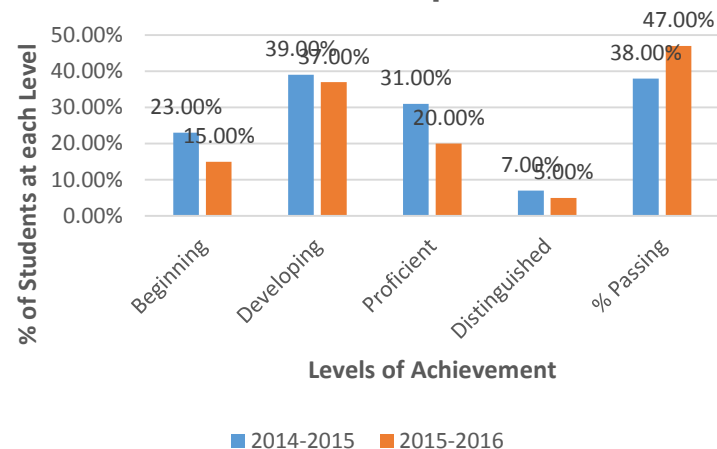# Analysis of Elementary Math Georgia Milestone End of Grade Student Achievement Data

Third Grade Math 2014-2015 to 2015-2016 Comparison

% of Students at each Level vs Levels of Achievement

Level	2014-2015	2015-2016
Beginning	8.00%	5.00%
Developing	42.00%	36.00%
Proficient	42.00%	46.00%
Distinguished	8.00%	13.00%
% Passing	50.00%	59.00%

Fourth Grade Math 2014-2015 to 2015-2016 Comparison

% of Students at each Level vs Levels of Achievement

Level	2014-2015	2015-2016
Beginning	12.00%	10.00%
Developing	40.00%	39.00%
Proficient	41.00%	41.00%
Distinguished	7.00%	10.00%
% Passing	48.00%	51.00%

Fifth Grade Math 2014-2015 to 2015-2016 Comparison

% of Students at each level vs Levels of Achievement

Level	2014-2015	2015-2016
Beginning	15.00%	11.00%
Developing	40.00%	36.00%
Proficient	33.00%	41.00%
Distinguished	12.00%	11.00%
% Passing	45.00%	53.00%

Commentary on Math Elementary Performance from 2014-2015 to 2015-2016

The graphs show that 3rd increased by 9% points, 4th grade increased by 3% points and 5th grade increased by 8% points from 2014-2015 to 2015-2016.

Third grade increased by 5% points for the Distinguished achievement level, 4th grade by 3% points, and 5th grade by 1% points.

Overall, Elementary Math scores are trending in a positive direction. However, it is important to note that in analyzing school data, the schools had a difference of 32% points for 5th grade Math. In third grade the difference was 3% points and in fourth grade 5% points. Collaboration, both horizontal and vertical, has been set for the 2016-2017 and beyond to align units to GSE standards and to incorporate best practices and resources. In collaborative meetings, math scores will be analyzed by teacher and domain level to determine a root cause of the difference in the scores.

Analysis of Elementary Math Georgia Milestone End of Grade Student Achievement Data

Comparison of Math 3-5 LCSS and State EOG Scores for 2015-2016

% of Students Passing at Proficient/Distinguished Level

Third: LCSS 59.00%, State 40.00%
Fourth: LCSS 51.00%, State 40.00%
Fifth: LCSS 53.00%, State 38.00%

Grade Level

■ LCSS ■ State

Commentary on Elementary Math Performance of LCSS to the State based upon 2015-2016 Georgia Milestone End of Grade

The graph shows LCSS average for all grades 3-5 is above the State Average.

In third grade, LCSS is above the state by 19% points.

In fourth grade, LCSS is above the state by 11% points.

In fifth grade, LCSS is above the state by 15% points.

Overall Elementary Math scores are trending in a positive direction at the proficient and distinguished levels as compared to the state averages.

Analysis of Elementary Science Georgia Milestone End of Grade Student Achievement Data

Third Grade Science 2014-2015 to 2015-2016

% of Students at each Level

Beginning: 15.00%, 10.00%
Developing: 47.00%, 43.00%
Proficient: 27.00%, 35.00%
Distinguished: 11.00%, 13.00%
% Passing: 38.00%, 47.00%

Levels of Achievement

■ 2014-2015 ■ 2015-2016

Fourth Grade Science 2014-2015 to 2015-2016

% of Students at each Level

Beginning: 25.00%, 12.00%
Developing: 39.00%, 39.00%
Proficient: 30.00%, 36.00%
Distinguished: 6.00%, 12.00%
% Passing: 36.00%, 48.00%

Levels of Achievement

■ 2014-2015 ■ 2015-2016

Fifth Grade Science 2014-2015 to 2015-2016

% of Students at each Level

Beginning: 29.00%, 22.00%
Developing: 38.00%, 33.00%
Proficient: 28.00%, 35.00%
Distinguished: 6.00%, 10.00%
% Passing: 33.00%, 45.00%

Levels of Achievement

■ 2014-2015 ■ 2015-2016

Commentary on Science Elementary Performance from 2014-2015 to 2015-2016

The graphs show that 3rd increased by 9% points and both 4th and 5th grades increased by 12% points from 2014-2015 to 2015-2016.

Third grade increased by 2% points for the Distinguished achievement level, 4th grade by 6% points, and 5th grade by 4% points.

Overall, Elementary Science scores at the proficient and distinguished levels are trending in a positive direction. In analyzing school data, the schools only differed by 2-3% points for each grade.

Analysis of Elementary Science Georgia Milestone End of Grade Student Achievement Data

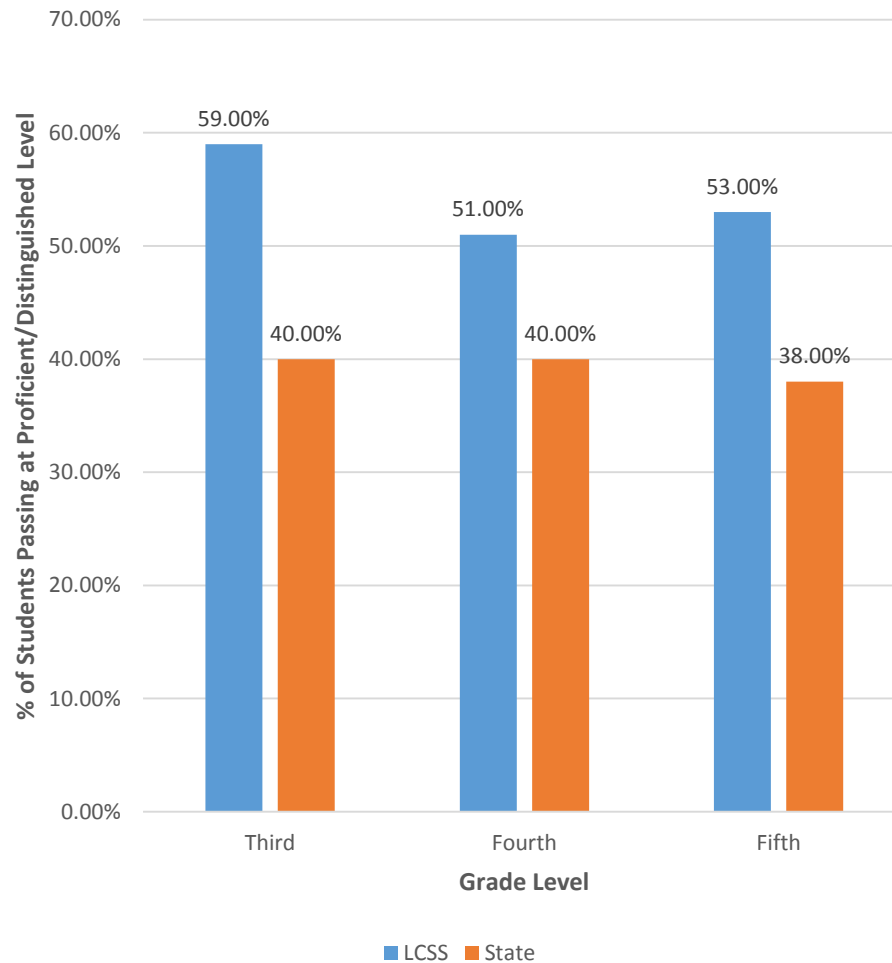## Comparison of Science 3-5 LCSS to State EOG Scores for 2015-2016

% of Students Passing at Proficient/Distinguished Level

Levels of Achievement

LCSS: Third 47.00%, Fourth 48.00%, Fifth 45.00%
State: Third 35.00%, Fourth 33.00%, Fifth 39.00%

■ LCSS   ■ State
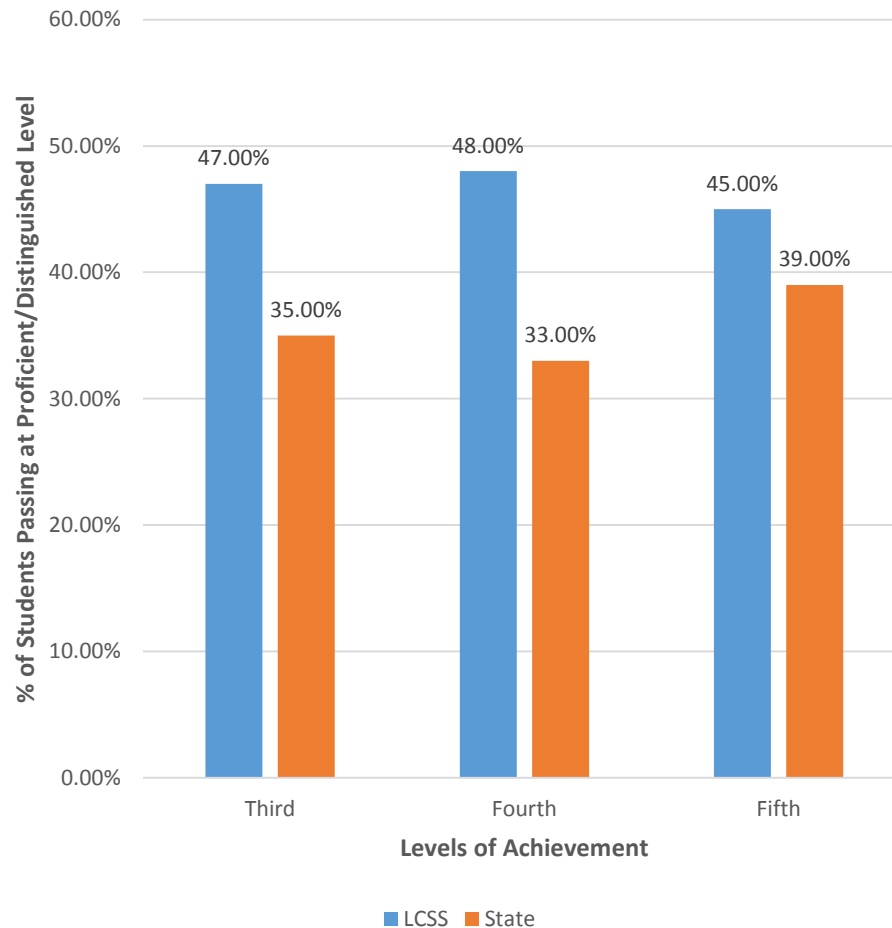
Commentary on Elementary Science Performance of LCSS to the State based upon 2015-2016 Georgia Milestone End of Grade

The graph shows LCSS average for all grades 3-5 is above the State Average.
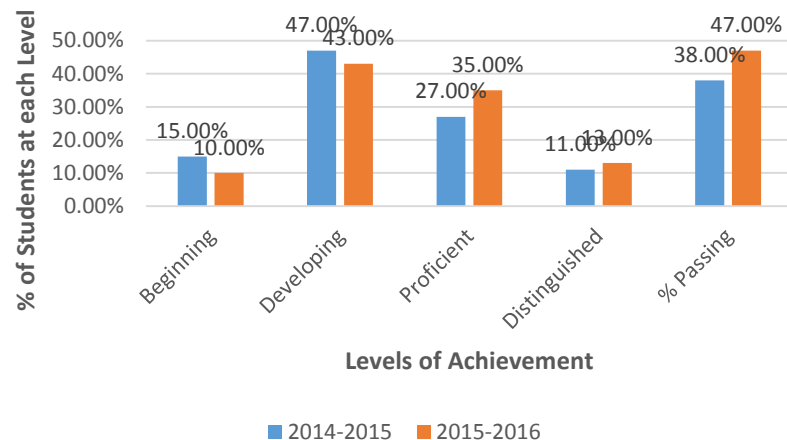
In third grade, LCSS is above the state by 12% points.

In fourth grade, LCSS is above the state by 15% points.
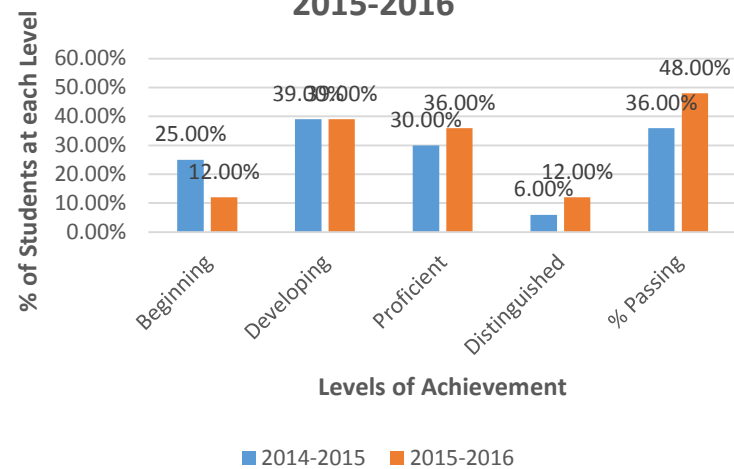
In fifth grade, LCSS is above the state by 6% points.

Overall, Elementary Science scores at the proficient and distinguished levels are trending in a positive direction as compared to the state averages.

Analysis of Elementary Social Studies Georgia Milestone End of Grade Student Achievement Data

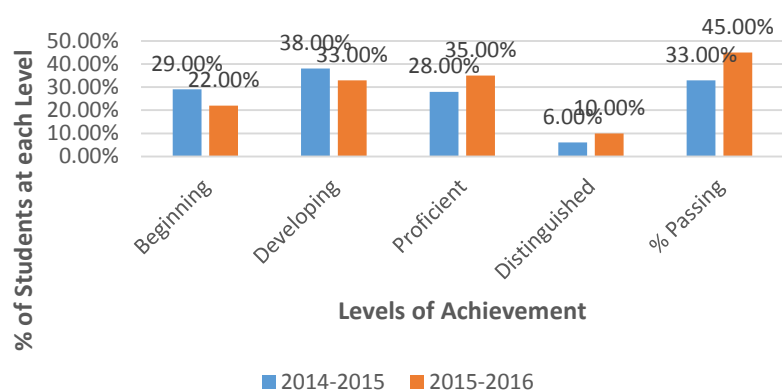## Third Grade Social Studies 2014-2015 to 2015-2016

% of Students at each Level

- Beginning: 15.00% / 11.00%
- Developing: 49.00% / 50.00%
- Proficient: 27.00% / 24.00%
- Distinguished: 9.00% / 15.00%
- % Passing: 36.00% / 39.00%

Levels of Achievement

■ 2014-2015 ■ 2015-2016

Fourth Grade Social Studies 2014-2015 to 2015-2016

% of Students at each Level

- Beginning: 23.00% / 16.00%
- Developing: 42.00% / 32.00%
- Proficient: 29.00% / 39.00%
- Distinguished: 7.00% / 13.00%
- % Passing: 35.00% / 52.00%

Levels of Achievement

■ 2014-2015 ■ 2015-2016

Fith Grade Social Studies 2014-2015 to 2015-2016

% of Students at each Level

- Beginning: 20.00% / 15.00%
- Developing: 50.00% / 50.00%
- Proficient: 24.00% / 24.00%
- Distinguished: 6.00% / 11.00%
- % Passing: 30.00% / 35.00%

Levels of Achievement
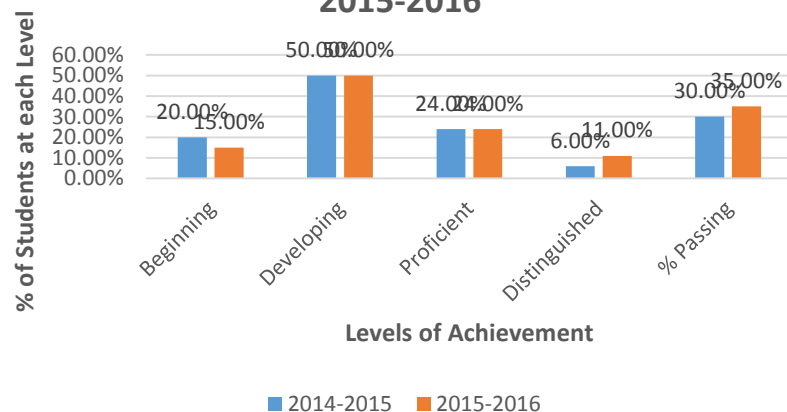
■ 2014-2015 ■ 2015-2016

Commentary on Social Studies Elementary Performance from 2014-2015 to 2015-2016

The graphs show that 3rd increased by 3% points, 4th by 17% points, and 5th grade by 5% points from 2014-2015 to 2015-2016.

Third and fourth grades increased by 6% points for the Distinguished achievement level and 5th grade by 5% points.

Overall, Elementary Social Studies scores at the proficient and distinguished levels are trending in a positive direction. In analyzing school data, the schools only differed by 3-6% points for each grade, with the largest difference being in the 3rd grade.

Analysis of Elementary Social Studies Georgia Milestone End of Grade Student Achievement Data

Comparison of Social Studies 3-5 LCSS to State EOG Scores for 2015-2016

% of Students Passing at Proficient/Distinguished Level

Third: LCSS 39.00%, State 30.00%
Fourth: LCSS 52.00%, State 34.00%
Fifth: LCSS 35.00%, State 30.00%

Levels of Achievement

LCSS   State
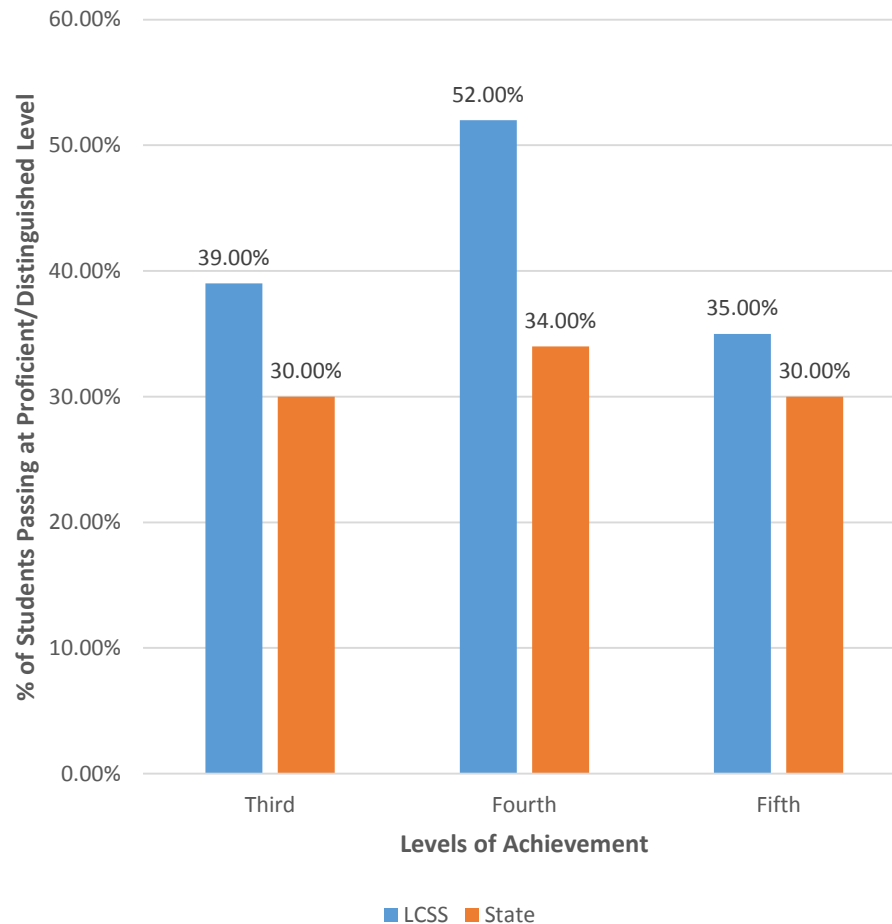
Commentary on Elementary Social Studies Performance of LCSS to the State based upon 2015-2016 Georgia Milestone End of Grade

The graph shows LCSS average for all grades 3-5 is above the State Average.

In third grade, LCSS is above the state by 9% points.

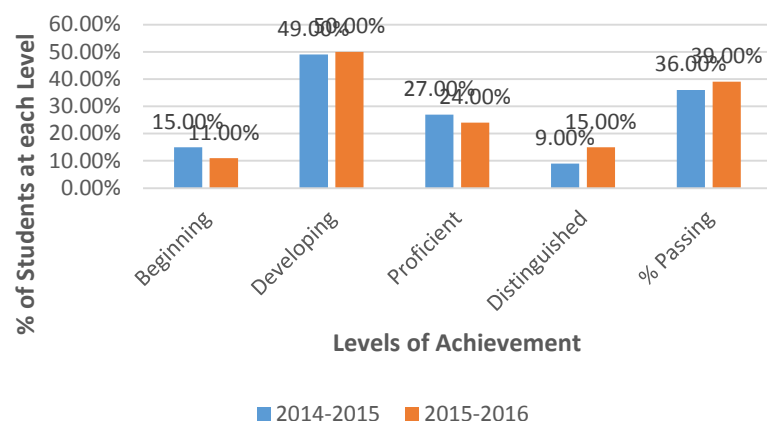In fourth grade, LCSS is above the state by 18% points.
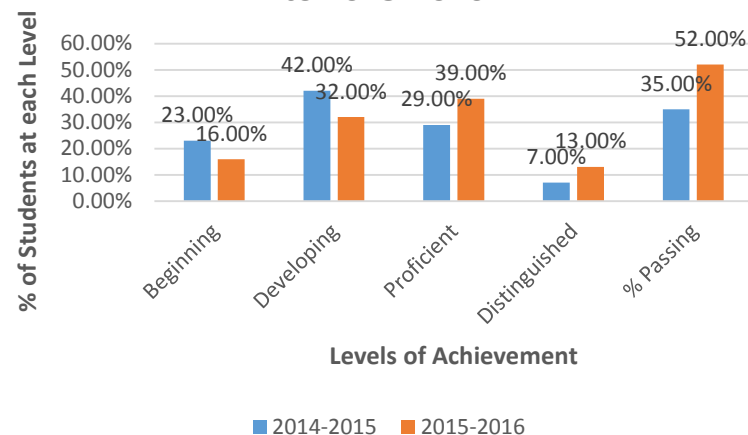
In fifth grade, LCSS is above the state by 5% points.

Overall, Social Studies scores at the proficient and distinguished levels are trending in a positive direction as compared to the state averages.

Analysis of District Elementary CCRPI Indicators 1-4

2015	1 ELA	2 Math	3 Science	4 Social Studies
GA ES AVG.	6	6.4	5.9	5.9
Lee County ES	6.3	7.35	6.1	6.2
Difference	0.3	0.95	0.2	0.3
+/- % Diff. from State Av	5%	15%	3%	5%

Commentary on 2015 Elementary School Performance on CCRPI Indicators 1-4

2015 CCRPI Performance by Category for Elementary Schools as Compared to Georgia State Average

For the school year 2015, LCSS District Elementary CCRPI performance is at or above the state performance in ELA, Math, Science and Social Studies for the Georgia Milestones End of Grade Tests. The greatest difference is in the area of Math. LCSS was above the state by 15% from the state average.

Analysis of District Elementary CCRPI Indicators 5-11

2015	#5	#6	#7	#8	#9	#10	#11
GA ES AVG.	8.17	10	5.164	6.568	9.743	8.2	3.736
Lee County ES	too few	10	6.48	6.504	9.973	8.632	4.058
Difference	#VALUE!	0	1.316	-0.064	0.23	0.432	0.322
+/- % Diff. from State Av	#VALUE!	0%	25%	-1%	2%	5%	9%

Commentary on 2015 Elementary School Performance on CCRPI Indicators 5-11

2015 CCRPI Performance by Category for Elementary Schools as Compared to GA State Average for Acheivement Indicators 5-11

For the school year 2015, district CCRPI performance is above the state all indicators except #8: % of students in grade 5 achieving a Lexile measure ≥ 850 on the GA Milestones ELAEOG. For this indicator we were slightly below the state av. by 1%. Raising Lexile scores across all levels is a system goal and targets are being set for K-2 as well.
Other Indicators are as follows:
#6: % of SWD served in general education environments greater than 80%, LCSS matched the benchmark set at 10.
#7: % of Students in grade 3 achieving a Lexile measure ≥ 650 on GA Milestones ELAEOG, LCSS was above the state av. by 25%.
#9: % of students in grades 1-5 completing career awareness lessons to GA's 17 Career Clusters, LCSS was above the state av. by 2%.
10: % of students missing < 6 days of school, we were above the state av. by 5%.
11: % of students' assessments scoring at Proficient or Distinguished on GA Milestones EOG, we were above the state av. 9%.
Indicator # 5 was not used due to LCSS not having a large enough subgroup in this category.

Analysis of Middle School English Language Arts Georgia Milestone End of Grade Student Achievement Data

Sixth Grade ELA 2014-2015 to 2015-2016 Comparison

Y-axis: % of Students at each Level (0.00% to 50.00%)
X-axis: Levels of Achievement

Level	2014-2015	2015-2016
Beginning	24.00%	26.00%
Developing	32.00%	33.00%
Proficient	37.00%	35.00%
Distinguished	7.00%	6.00%
% Passing	44.00%	41.00%

Legend: ■ 2014-2015 ■ 2015-2016

Seventh Grade ELA 2014-2015 to 2015-2016 Comparison

Y-axis: % of Students at each level (0.00% to 50.00%)
X-axis: Levels of Achievement

Level	2014-2015	2015-2016
Beginning	19.00%	19.00%
Developing	36.00%	34.00%
Proficient	35.00%	39.00%
Distinguished	10.00%	8.00%
% Passing	45.00%	47.00%

Legend: ■ 2014-2015 ■ 2015-2016

Eighth Grade ELA 2014-2015 to 2015-2016 Comparison

Y-axis: % of students at each Level (0.00% to 50.00%)
X-axis: Levels of Achievement

Level	2014-2015	2015-2016
Beginning	18.00%	12.00%
Developing	35.00%	34.00%
Proficient	37.00%	43.00%
Distinguished	10.00%	10.00%
% Passing	47.00%	44.00%

Legend: ■ 2014-2015 ■ 2015-2016

Commentary on ELA Middle School Performance from 2014-2015 to 2015-2016

The graphs show that 6th and 8th grades decreased by 3% points from 14-15 to 15-16, while 4th grade increased by 2% points.

Eighth grade remained at the same at 10% for the Distinguished achievement level, while 6th decreased by 1% point and 7th by 2% points.

Overall, Middle School ELA scores decreased in two grades. In analyzing school data, schools were within 10% points of each other, with a 2% difference in 6th grade, 10% difference in 7th grade and a 7% difference in 8th grade

Collaboration, both horizontal and vertical, has been set for the 2016-2017 and beyond to align units to GSE standards and to incorporate best practices and resources. In collaborative meetings, ELA scores will be analyzed by teacher and domain level to determine a root cause of the difference in the scores.

Analysis of Middle School English Language Arts Georgia Milestone End of Grade Student Achievement Data

Comparison of ELA 6-8 LCSS and State EOG Scores for 2015-2016
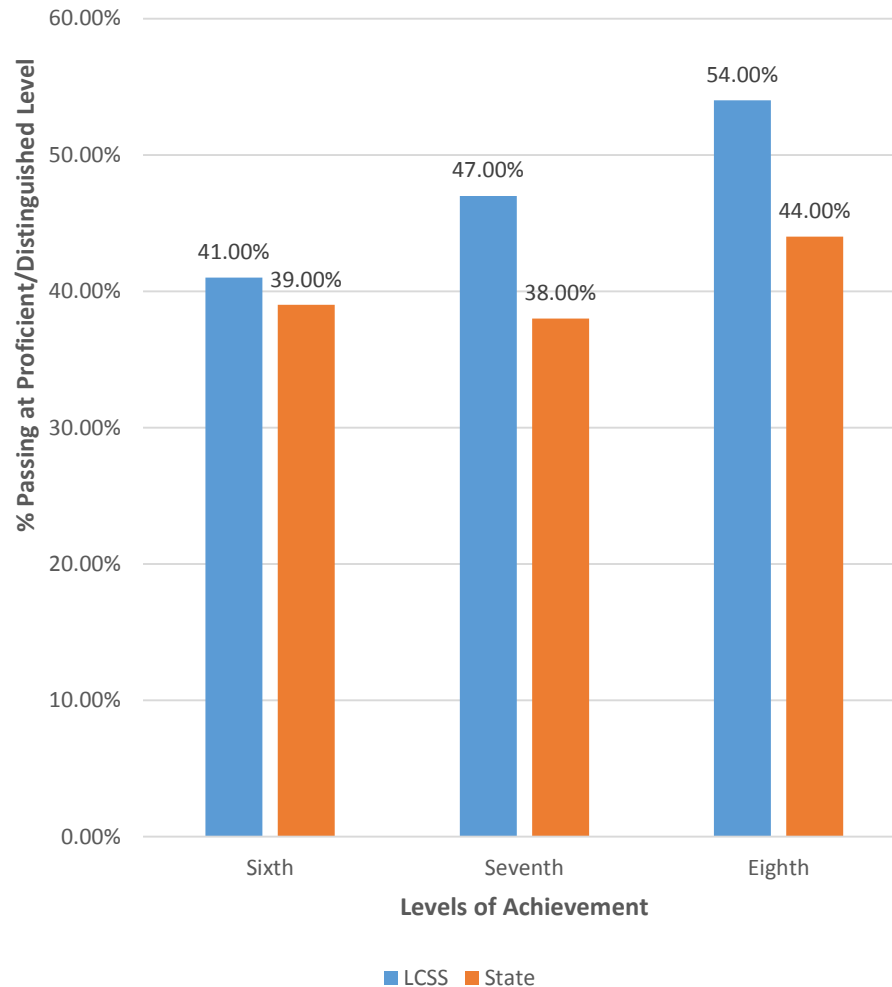
Commentary on Middle School ELA Performance of LCSS to the State based upon 2015-2016 Georgia Milestone End of Grade

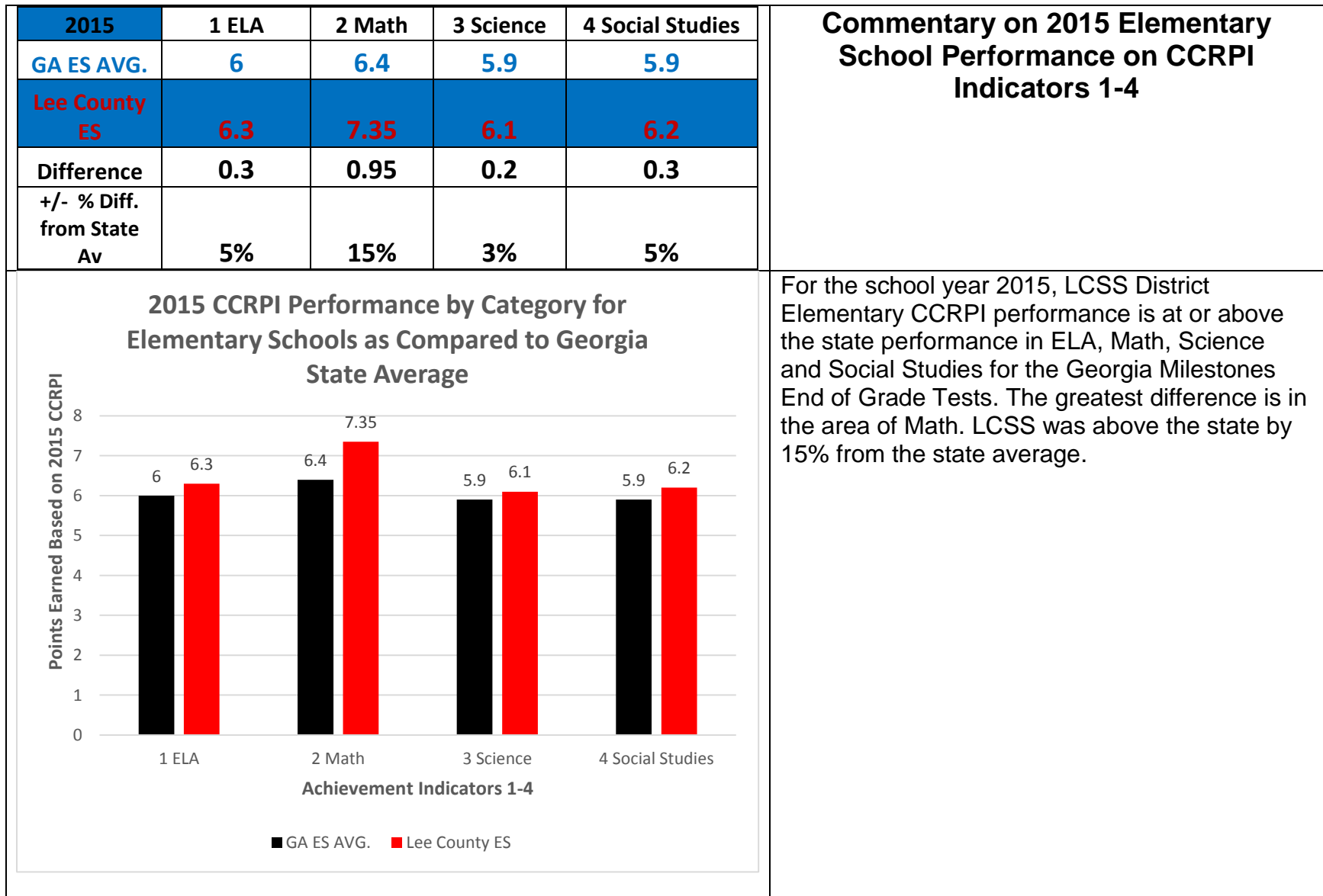The graph shows LCSS average for all grades 6-8 is above the State Average.

In sixth grade, LCSS is above the state by 2% points.
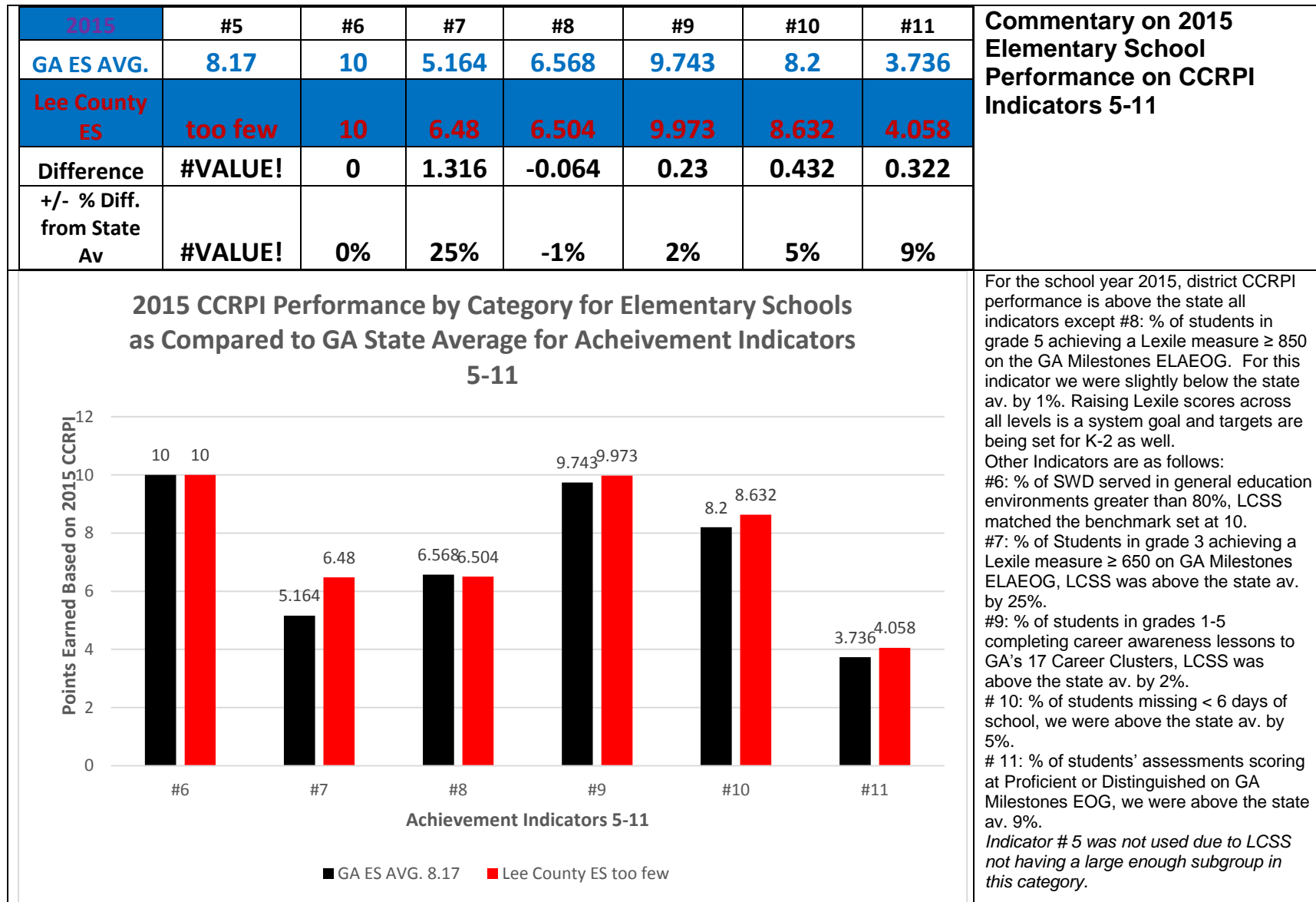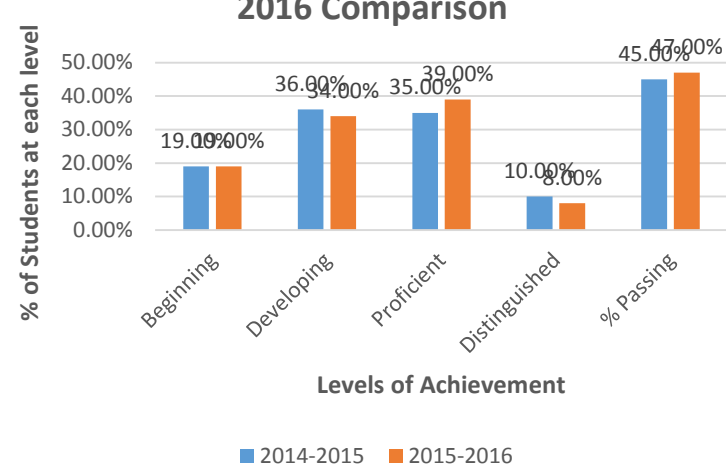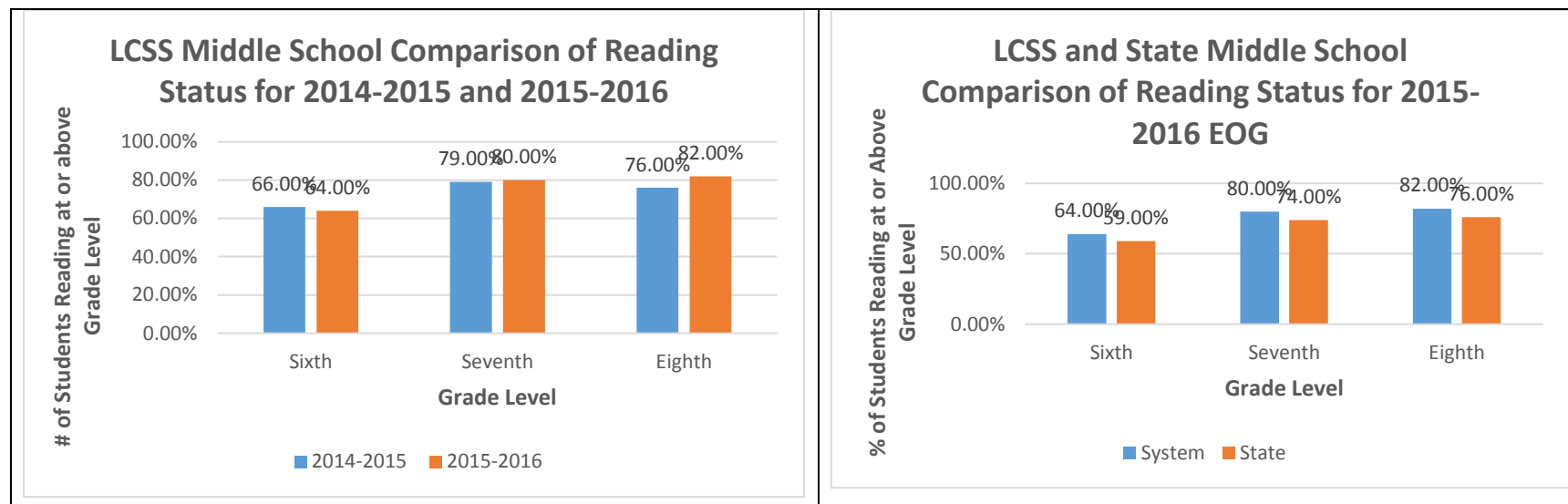
In seventh grade, LCSS is above the state by 9% points.

In eighth grade, LCSS is above the state by 10% points.

Overall, Middle School ELA scores at the proficient and distinguished levels are trending in a positive direction as compared to the state averages.

Analysis of Middle School Reading Status based upon the ELA Georgia Milestone End of Grade Student Achievement Data

LCSS Middle School Comparison of Reading Status for 2014-2015 and 2015-2016

# of Students Reading at or above Grade Level

- Sixth: 66.00% (2014-2015), 64.00% (2015-2016)
- Seventh: 79.00% (2014-2015), 80.00% (2015-2016)
- Eighth: 76.00% (2014-2015), 82.00% (2015-2016)

Grade Level

■ 2014-2015 ■ 2015-2016

LCSS and State Middle School Comparison of Reading Status for 2015-2016 EOG

% of Students Reading at or Above Grade Level

- Sixth: 64.00% (System), 59.00% (State)
- Seventh: 80.00% (System), 74.00% (State)
- Eighth: 82.00% (System), 76.00% (State)

Grade Level

■ System ■ State

Commentary on Middle School Reading Status

In comparing the 2014-2015 percentage of students reading at or above grade level in grades 6-8 to the 2015-2016 Georgia Milestones, LCSS decreased in sixth grade by 2% points. LCSS increased in the percentage of students reading at or above in seventh by 1% point and eighth grade by 6% points. In analyzing school data, there was no difference in the percentages for sixth and seventh grades. Eighth grade differed by 6% points.

LCSS is above the State average for the % of students reading at or above grade level in all grades 6-8. Sixth grade is above by 5%, seventh grade by 6% and eighth grade by 6% points.

Analysis of Middle School Math Georgia Milestone End of Grade Student Achievement Data

Sixth Grade Math 2014-2015 to 2015-2016 Comparison
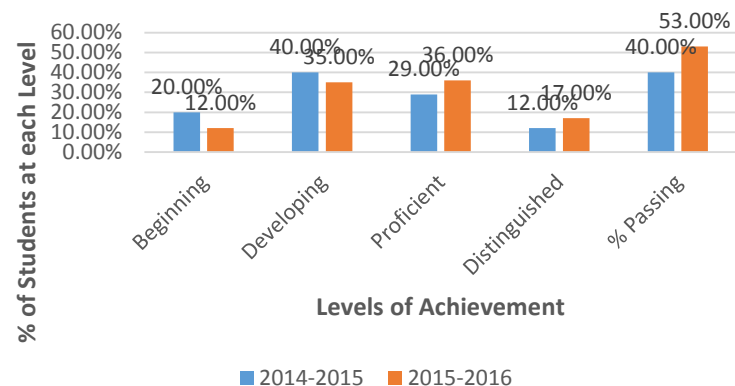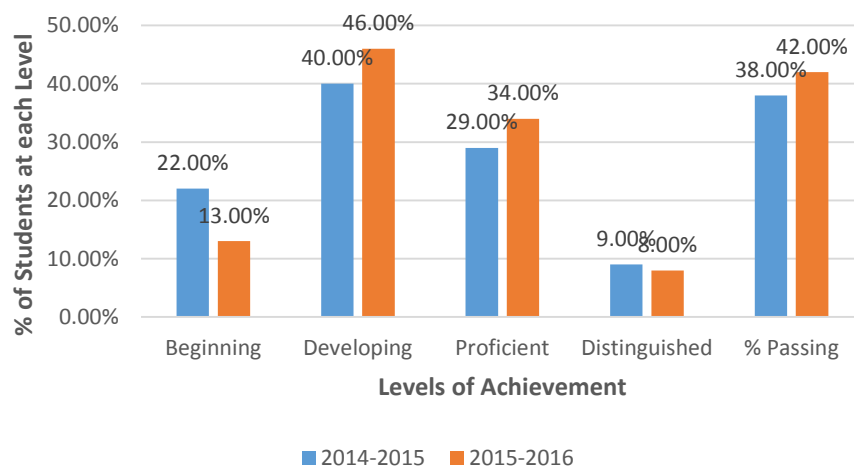

% of Students at each Level / Levels of Achievement

- Beginning: 13.00% / 11.00%
- Developing: 43.00% / 41.00%
- Proficient: 35.00% / 35.00%
- Distinguished: 10.00% / 13.00%
- % Passing: 44.00% / 48.00%

■ 2014-2015 ■ 2015-2016

Seventh Grade Math 2014-2015 to 2015-2016 Comparison

% of Students at each Level / Levels of Achievement

- Beginning: 20.00% / 12.00%
- Developing: 40.00% / 35.00%
- Proficient: 29.00% / 36.00%
- Distinguished: 12.00% / 17.00%
- % Passing: 40.00% / 53.00%

■ 2014-2015 ■ 2015-2016

Eigth Grade Math 2014-2015 to 2015-2016

% of Students at each Level / Levels of Achievement

- Beginning: 22.00% / 13.00%
- Developing: 40.00% / 46.00%
- Proficient: 29.00% / 34.00%
- Distinguished: 9.00% / 8.00%
- % Passing: 38.00% / 42.00%

■ 2014-2015 ■ 2015-2016

Commentary on Math Middle School Performance from 2014-2015 to 2015-2016

The graphs show that all grades 6-8 increased in the overall passing scores from 2014-15 to 2015-16. Sixth grade increased by 4% points, 7th grade increased by 13% points and 8th grade by 4% points.

Sixth grade increased by 3% points and 7th grade by 5% points for the Distinguished achievement level, while 8th decreased by 1% point..

Overall, Middle School Math scores increased in all grades 6-8. In analyzing school data, schools were within 2% points of each other in 6th and 8th grades. The largest difference was in in 7th grade math, with a 12% point difference.

Collaboration, both horizontal and vertical, has been set for the 2016-2017 and beyond to align units to GSE standards and to incorporate best practices and resources. In collaborative meetings, math scores will be analyzed by teacher and domain level to determine a root cause of the difference in the scores.

Analysis of Middle School Math Georgia Milestone End of Grade Student Achievement Data

Comparison of Math 6-8 LCSS to State EOG Scores for 2015-2016
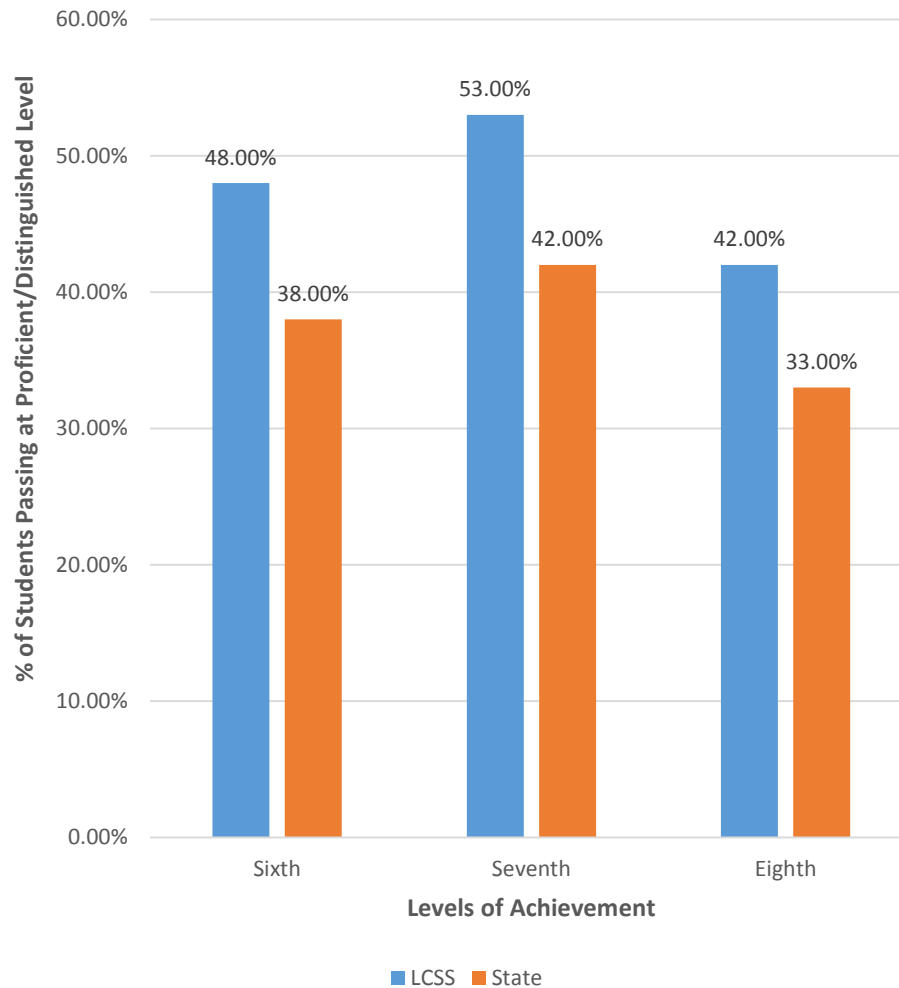
Commentary on Middle School Math Performance of LCSS to the State based upon 2015-2016 Georgia Milestone End of Grade

The graph shows LCSS average for all grades 6-8 is above the State Average.

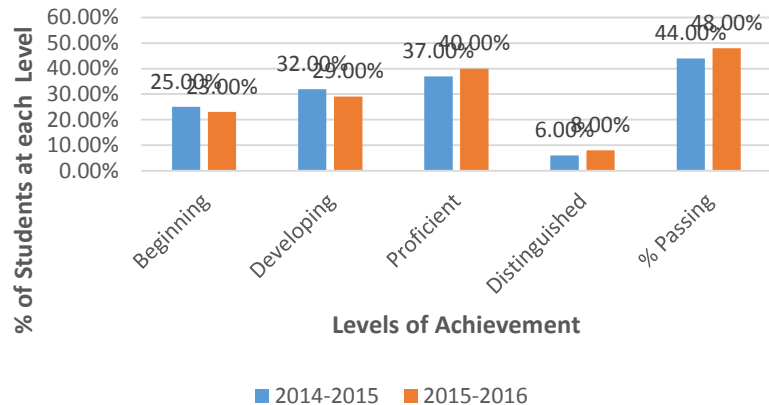In sixth grade, LCSS is above the state by 10% points.

In seventh grade, LCSS is above the state by 11% points.

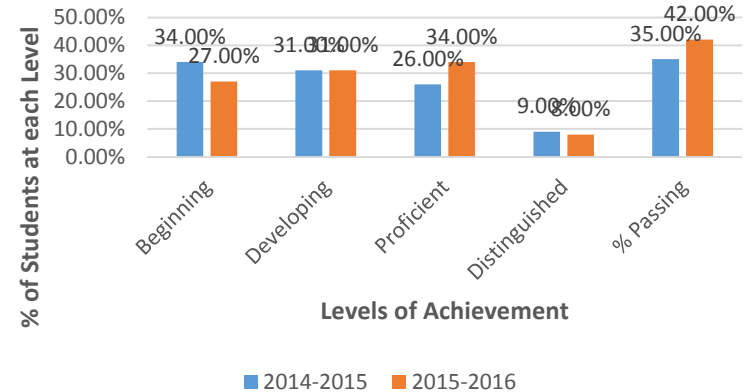In eighth grade, LCSS is above the state by 9% points.

Overall, Middle School Math scores at the proficient and distinguished levels are trending in a positive direction as compared to the state averages.

Analysis of Middle School Science Georgia Milestone End of Grade Student Achievement Data
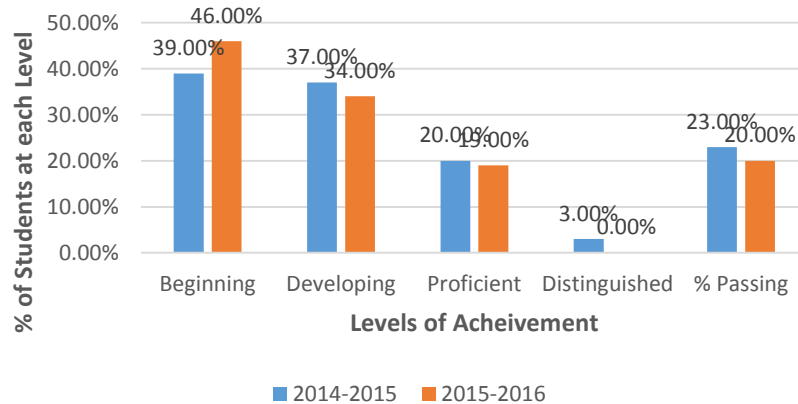
Sixth Grade Science 2014-2015 to 2015-2016 Comparison

% of Students at each Level vs Levels of Achievement

- Beginning: 25.00%, 23.00%
- Developing: 32.00%, 29.00%
- Proficient: 37.00%, 40.00%
- Distinguished: 6.00%, 8.00%
- % Passing: 44.00%, 48.00%

■ 2014-2015 ■ 2015-2016

Seventh Grade Science 2014-2015 to 2015-2016

% of Students at each Level vs Levels of Achievement

- Beginning: 34.00%, 27.00%
- Developing: 31.00%, 31.00%
- Proficient: 26.00%, 34.00%
- Distinguished: 9.00%, 8.00%
- % Passing: 35.00%, 42.00%

■ 2014-2015 ■ 2015-2016

Eighth Grade Science 2014-2015 to 2015-2016

% of Students at each Level vs Levels of Acheivement

- Beginning: 39.00%, 46.00%
- Developing: 37.00%, 34.00%
- Proficient: 20.00%, 19.00%
- Distinguished: 3.00%, 0.00%
- % Passing: 23.00%, 20.00%

■ 2014-2015 ■ 2015-2016

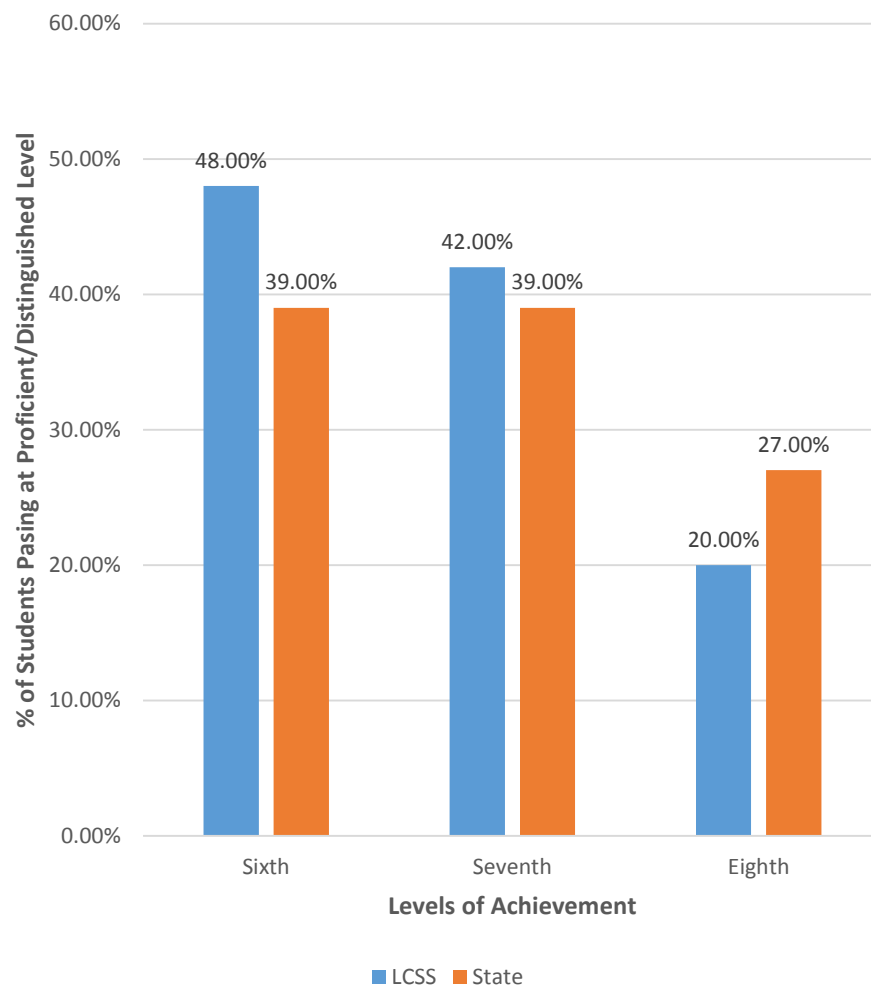## Commentary on Science Middle School Performance from 2014-2015 to 2015-2016

The graphs show that 6th increased by 4% points, 7th by 7% points, and 8th grade decreased by 3% points from 2014-2015 to 2015-2016.

Sixth grade increased by 2% points for the Distinguished achievement level. Both 7th and 8th grades decreased in the Distinguished level, 7th by 1% and 8th by 3% leaving 8th with no students passing at the Distinguished level. In analyzing school data, the schools differed by 10% points for 6th grade, 6% for 7th and 1% for 8th.

It is important to note that each middle school campus offered a high school Physical Science course. High achieving and gifted students that took this course did not participate in the End of Grade Milestone exam. The End of Course Milestone exam taken will count for each school's CCRPI. The overall passing rate for the EOC Physical Science was 73%, with 26% passing at the distinguished level. At East campus the passing rate was 94% and at West campus 60% at the proficient and distinguished levels. Scheduling issues played a part in the decrease at the West campus. A change from 3 man to 4 man teams has been made with additional teaching support to help improve student achievement.

Comparison of Science 6-8 to State EOG Scores for 2015-2016

% of Students Pasing at Proficient/Distinguished Level

- Sixth: LCSS 48.00%, State 39.00%
- Seventh: LCSS 42.00%, State 39.00%
- Eighth: LCSS 20.00%, State 27.00%

Levels of Achievement

■ LCSS ■ State

Commentary on Middle School Science Performance of LCSS to the State based upon 2015-2016 Georgia Milestone End of Grade

The graph shows LCSS average for grades 6 and 7 is above the State Average, while 8th grade is below the state average.

In sixth grade, LCSS is above the state by 9% points.

In seventh grade, LCSS is above the state by 3% points.

In eighth grade, LCSS is below the state by 7% points.

Scores in Middle School Science are trending in a positive direction for 6th and 7th grades, while in a negative direction for 8th grade. Again, the eighth grade score does not take into account the students taking the EOC in 8th grade. The EOC scores for 8th grade showed a positive trend for the East Campus increasing by 15% and a negative trend for the West Campus, decreasing by 29%. An additional class was added at the West Campus in 15-16, with a new teacher teaching two subjects on a three-man team. This year, the teachers at West will only teach Physical Science on four-man teams. The change in teaming and additional coaching support will hopefully improve student achievement scores.

Analysis of Middle School Social Studies Georgia Milestone End of Grade Student Achievement Data

Sixth Grade Social Studies 2014-2015 to 2015-2016 Comparison

Beginning: 22.00% (2014-2015), 18.00% (2015-2016)
Developing: 45.00% (2014-2015), 41.00% (2015-2016)
Proficient: 22.00% (2014-2015), 24.00% (2015-2016)
Distinguished: 11.00% (2014-2015), 16.00% (2015-2016)
% Passing: 33.00% (2014-2015), 40.00% (2015-2016)

X-axis: Levels of Achievement
Y-axis: % of Students at each Level

■ 2014-2015   ■ 2015-2016

Seventh Grade Social Studies 2014-2015 to 2015-2016 Comparison

Beginning: 26.00% (2014-2015), 22.00% (2015-2016)
Developing: 41.00% (2014-2015), 40.00% (2015-2016)
Proficient: 22.00% (2014-2015), 29.00% (2015-2016)
Distinguished: 11.00% (2014-2015), 10.00% (2015-2016)
% Passing: 33.00% (2014-2015), 39.00% (2015-2016)

X-axis: Levels of Achievement
Y-axis: % of Students at each Level

■ 2014-2015   ■ 2015-2016

Eighth Grade Social Studies 2014-2015 to 2015-2016 Comparison

Beginning: 28.00% (2014-2015), 25.00% (2015-2016)
Developing: 44.00% (2014-2015), 37.00% (2015-2016)
Proficient: 23.00% (2014-2015), 28.00% (2015-2016)
Distinguished: 5.00% (2014-2015), 10.00% (2015-2016)
% Passing: 28.00% (2014-2015), 30.00% (2015-2016)

X-axis: Levels of Achievement
Y-axis: % of Students at each Level

■ 2014-2015   ■ 2015-2016

Commentary on Social Studies Middle School Performance from 2014-2015 to 2015-2016

The graphs show that 6th increased by 7% points, 7th by 6% points, and 8th grade by 2% points from 2014-2015 to 2015-2016.

Both 6th and 8th grades increased by 5% points for the Distinguished achievement level, while 7th grade decreased by 1% point.

In analyzing middle school social studies data, the middle schools differed by 9% points for 6th grade, 6% points for 7th and 1% point for 8th.

Collaboration, both horizontal and vertical, has been set for the 2016-2017 and beyond to align units to standards and to incorporate best practices and resources at all grade levels for Social Studies. In collaborative meetings, Social Studies scores will be analyzed by teacher and domain level to determine a root cause of the difference in the scores, especially in 6th and 7th grades.

Comparison of Social Studies 6-8 to State EOG Scores for 2015-2016
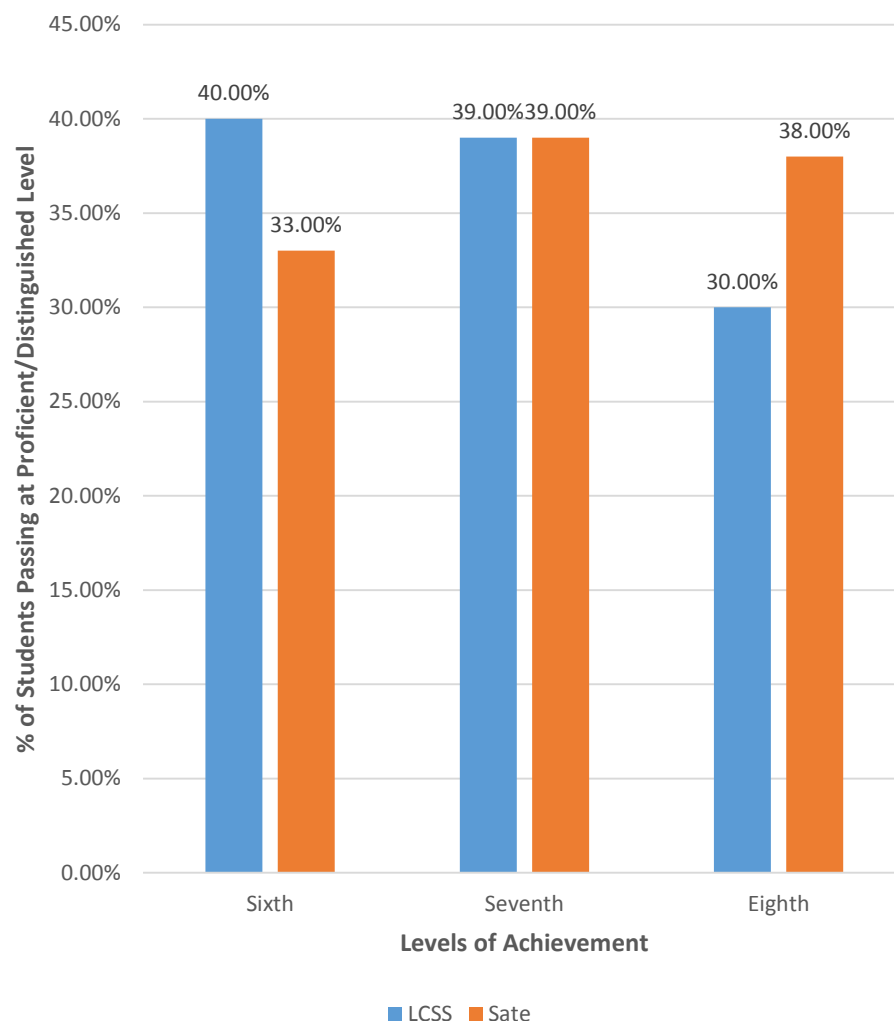
Commentary on Middle School Social Studies Performance of LCSS to the State based upon 2015-2016 Georgia Milestone End of Grade

The graph shows LCSS average for only sixth grade is above the State Average, while 7th was equal to the state average and 8th grade is below the state average.

In sixth grade, LCSS is above the State by 7% points.
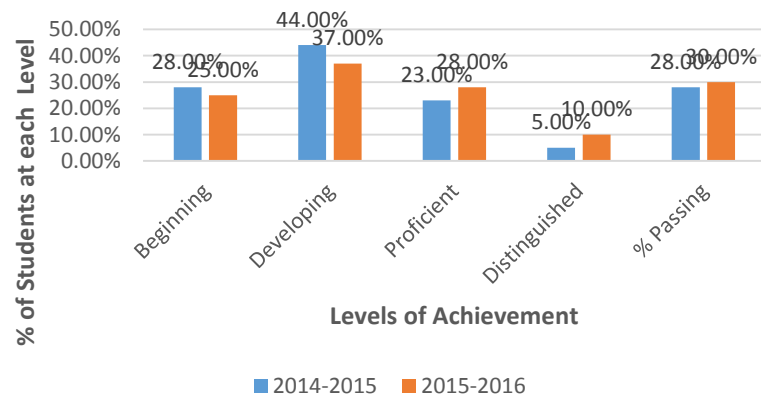
In seventh grade, LCSS and the State average are the same.

In eighth grade, LCSS is below the state by 8% points.

Middle School Social Studies scores at the proficient and distinguished levels are trending in a positive direction for 6th while 7th and 8th are not increasing.

Collaboration, both horizontal and vertical, has been set for the 2016-2017 and beyond to align units to state standards and to incorporate best practices and resources. In collaborative meetings, Social Studies scores will be analyzed by teacher and domain level to determine a root cause of the difference in the scores.

Analysis of District Middle School CCRPI Indicators 1-4

2015	1 ELA	2 Math	3 Science	4 Social Studies
GA ES AVG.	6.013	6.31	5.516	6.055
Lee County MS	6.725	6.751	5.437	5.924
Difference	0.712	0.441	-0.079	-0.131
+/- % Diff. from State Av	12%	7%	-1%	-2%

Commentary on 2015 Middle School Performance on CCRPI Indicators 1-4

2015 CCRPI Performance by Category for Middle Schools as Compared to Georgia State Average

For the school year 2015 district Middle School CCRPI performance is above the state performance in ELA and Math. The ELA difference is above the state average by 12% and the Math by 7%. LCSS is below the state average for points earned in Science by 1% and in Social Studies by 2% at the middle school level for the Georgia Milestones End of Grade Tests. The greatest percentage difference is in the area of ELA.

Collaboration, both horizontal and vertical, has been set for the 2016-2017 and beyond to align units to state standards in all areas and to incorporate best practices and resources. In collaborative meetings, Science and Social Studies scores will be analyzed by teacher and domain level to determine a root cause of the difference in the scores. In addition, teachers will begin preparing for the transition in 2017-2018 to GSE standards for both of these subjects.

Analysis of District Middle School CCRPI Indicators 5-10

2015	#5	#6	#7	#8	#9	#10
GA ES AVG.	**5.675**	**9.954**	**6.666**	**9.506**	**7.306**	**3.769**
Lee County MS	**too few**	**10**	**7.252**	**9.486**	**6.98**	**3.893**
Difference	**#VALUE!**	0.046	0.586	-0.02	-0.326	0.124
+/- % Diff. from State Av	**#VALUE!**	0%	9%	0%	-4%	3%

Commentary on 2015 Middle School Performance on CCRPI Indicators 5-11

2015 CCRPI Performance by Category for Middle Schools as Compared to GA State Average for Achievement Indicators 5-10

For the school year 2015, Middle School district CCRPI performance is above the state for indicators 6, 7 and 10. Middle Schools are below the state for indicators #8 and #9. The analysis is below:

#6: % of SWD served in general education environments greater than 80%, LCSS matched the benchmark set at 10.

#7: % of students in grade 8 achieving a Lexile measure ≥ 1050 on the GA Milestones ELAEOG. For this indicator LCSS was above the state average by 9%.

#8: % of students completing 2 or more career awareness lessons and an Individual Graduation Plan by the end of grade 8, LCSS was slightly below the state benchmark set by a difference of 0.02 points, showing 0% difference in averages.

9: % of students missing < 6 days of school, we were below the state av. by 4%.

10: % of students' assessments scoring at Proficient or Distinguished on GA Milestones EOG, we were above the state av. by 3%.

Indicator # 5 was not used due to LCSS not having a large enough subgroup in this category which is the % of English Learners with + movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs.

Analysis of 9th Literature and Composition Achievement Data for the Spring 2016 Georgia Milestone End of Course

9th Lit 2014-2015 to 2015-2016 Comparison

Bar chart: % of Students at each Achievement Level vs Levels of Achievement

- Beginning: 2014-2015: 13.00%, 2015-2016: 13.00%
- Developing: 2014-2015: 43.00%, 2015-2016: 37.00%
- Proficient: 2014-2015: 38.00%, 2015-2016: 42.00%
- Distinguished: 2014-2015: 6.00%, 2015-2016: 8.00%

Legend: ■ 2014-2015 ■ 2015-2016
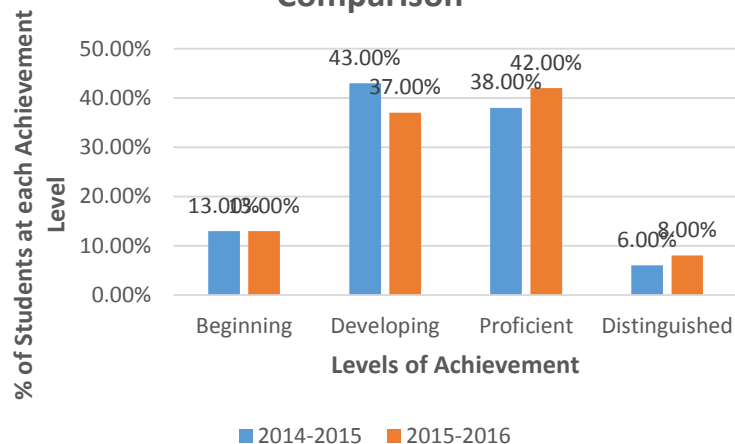
9th Lit and Composition LCSS and State Comparison of 2015-2016 EOC scores

Bar chart: % of Students Passing at the Proficient and Distinguished Level

- LCSS: 48%
- State: 41.00%

9th Grade Literature and Composition
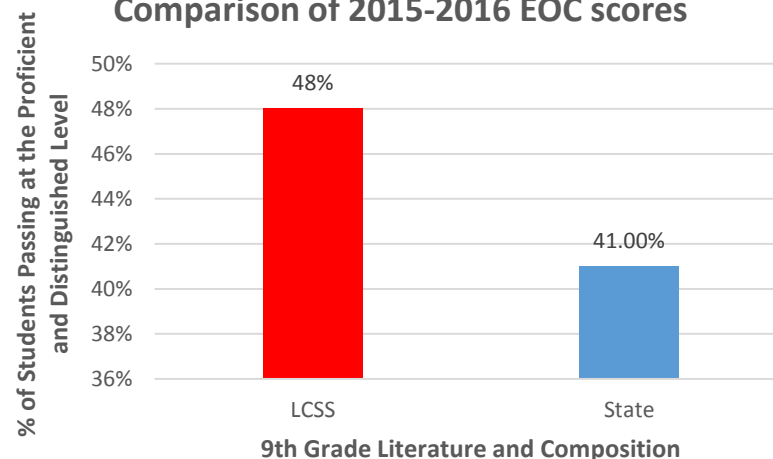
9th Lit and Comp Overall Passing Percentages 14-15 and 15-16

Bar chart: % of Students Passing at Proficient/Distinguished Levels vs Year

- 2014-2015: 45%
- 2015-2016: 49.00%
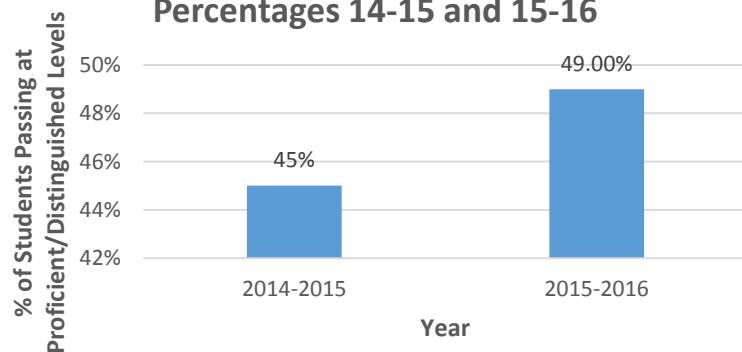
Commentary on 9th Grade Literature and Composition Performance

Ninth Grade Literature and Composition is trending in a positive direction with a 4% point increase from 14-15. In addition the Distinguished level increased by 2%. LCSS is also above the state average by 7% points.

Analysis of 11th Literature and Composition Achievement Data for the Spring 2016 Georgia Milestone End of Course

11th Lit and Comp 2014-2015 to 2015-2016 Comparison

Levels of Achievement

% of Students at each Achievement Level

- Beginning: 13.00% (2014-2015), 16.00% (2015-2016)
- Developing: 39.00% (2014-2015), 30.00% (2015-2016)
- Proficient: 41.00% (2014-2015), 42.00% (2015-2016)
- Distinguished: 8.00% (2014-2015), 12.00% (2015-2016)

■ 2014-2015 ■ 2015-2016

11th Lit and Comp LCSS and State Comparison of 2015-2016 EOC scores

% of Students Passing at the Proficient and Distinguished Levels

- LCSS: 53%
- State: 43.00%

11th Grade Literature and Composition

11th Lit and Comp Overall Passing Percentages 2014-2015 to 2015-2016

% of Students Passing at Proficient and Distinguished Levels
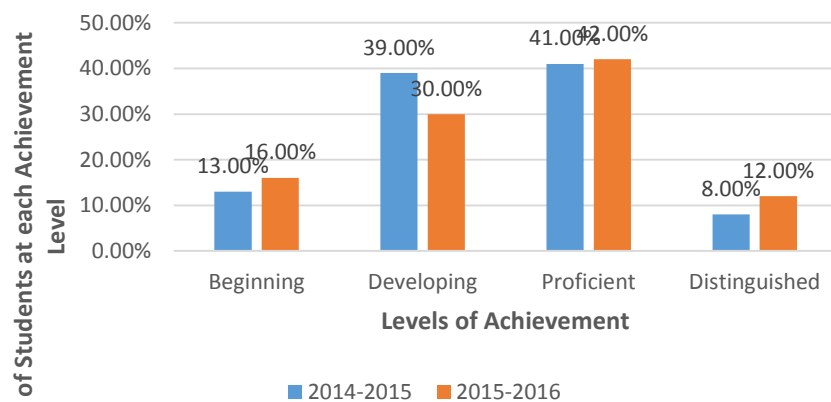
- 2014-2015: 49%
- 2015-2016: 53.00%

Year

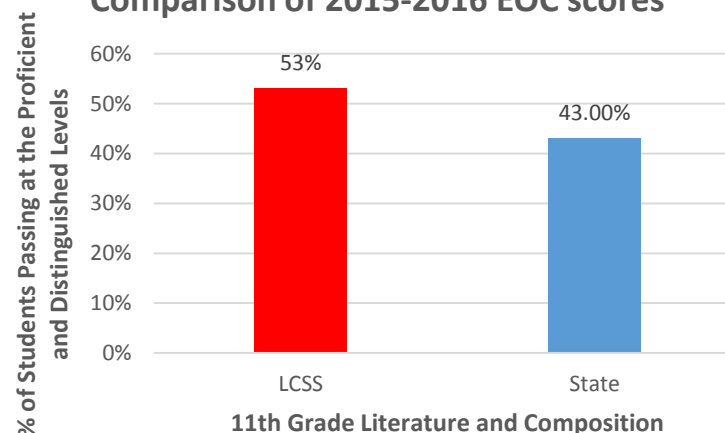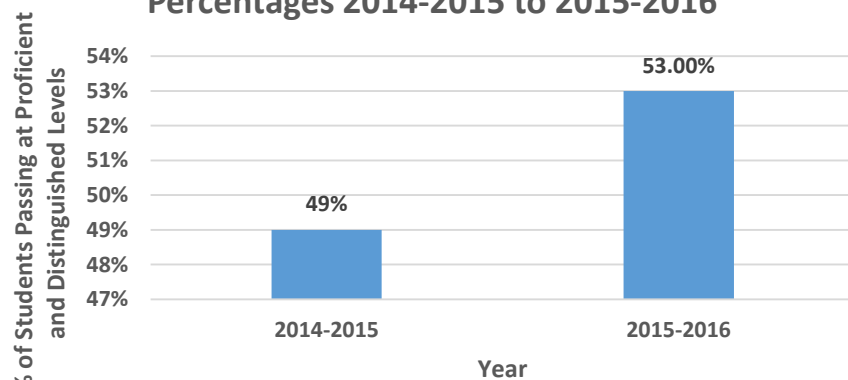## Commentary on 11th Grade Literature and Composition Performance

Eleventh Grade Literature and Composition is trending in a positive direction with a 4% point increase from 14-15. In addition the Distinguished level increased by 4%. LCSS is also above the state average by 10% points.

Analysis of 9th and 11th Grade Reading Level Student Achievement Data for the Spring 2016 Based Upon ELA EOC

9th and 11th Grade Reading Status Comparison of 2014-2015 to 2015-2016

% of Students Reading at or above Grade Level

- 83.00% (9th Lit, 2014-2015)
- 82.00% (11th Lit, 2014-2015)
- 79.00% (9th Lit, 2015-2016)
- 80.00% (11th Lit, 2015-2016)

Year

■ 9th Lit   ■ 11th Lit

9th and 11th Reading Status Comparison of LCSS to State for 2015-2016

% of Students Reading at or above Grade Level

- 85.00% (LCSS, 9th)
- 78.00% (State, 9th)
- 80.00% (LCSS, 11th)
- 73.00% (State, 11th)

Grade Level

■ LCSS   ■ State

<u>Commentary on Reading Status of 9th and 11th Grade Students Based Upon the ELA EOC</u>

In comparing the 2014-2015 percentage of students reading at or above grade level taking the 9th and 11th grade Literature and Composition EOC to the 2015-2016 Georgia Milestones, LCSS decreased in 9th grade by 4% points and 11th grade by 2% points.

LCSS is above the State average for the % of students reading at or above grade level in grades 9 and 11. Ninth grade and 11th grade are above the state by 7% points.

Analysis of Coordinate Algebra Achievement Data for the Spring 2016 Georgia Milestone End of Course

Coordinate Algebra 2014-2015 to 2015-2016 Comparison

Bar chart comparing % of Students at each Achievement Level across Levels of Achievement:
- Beginning: 2014-2015 = 17.00%, 2015-2016 = 10.00%
- Developing: 2014-2015 = 37.00%, 2015-2016 = 34.00%
- Proficient: 2014-2015 = 34.00%, 2015-2016 = 37.00%
- Distinguished: 2014-2015 = 12.00%, 2015-2016 = 19.00%

Legend: ■ 2014-2015 ■ 2015-2016
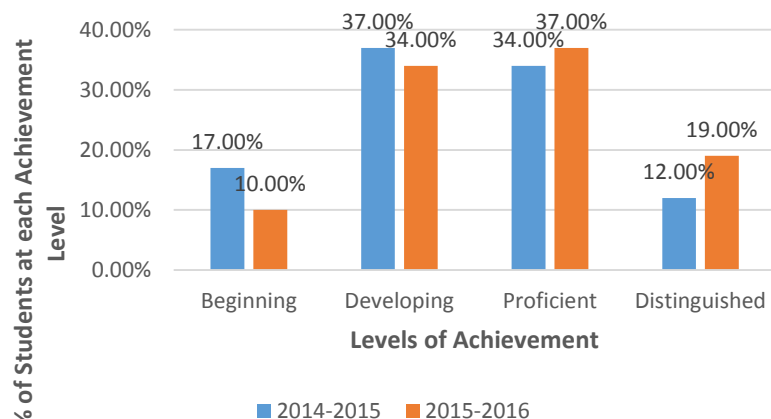
Coordinate Algebra LCSS and State Comparison of 2015-2016 EOC

Bar chart of % of Students Passing at the Proficient and Distinguished Levels:
- LCSS: 56%
- State: 31.00%
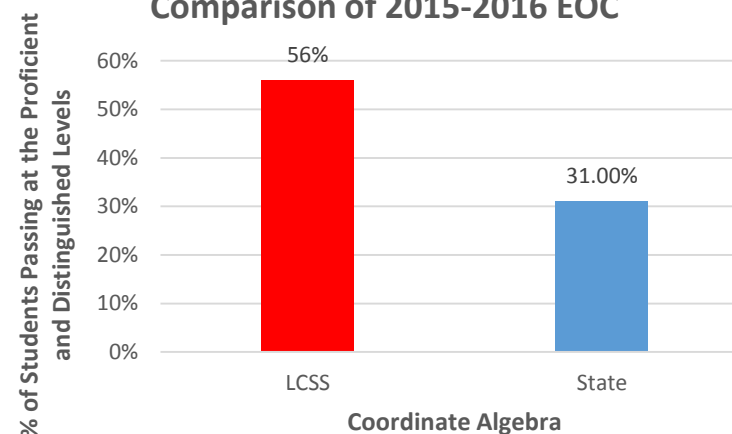
Coordinate Algebra Overall Passing Percentages 2014-2015 to 2015-2016

Bar chart of % of Students Passing at Proficient and Distinguished Levels by Year:
- 2014-2015: 46%
- 2015-2016: 56.00%
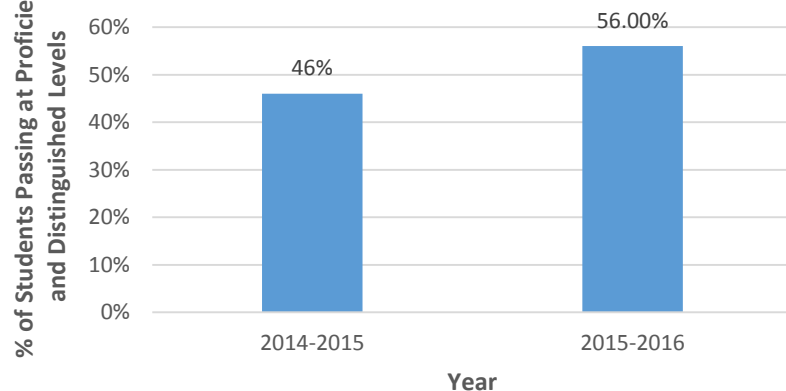
Commentary on Coordinate Algebra Performance

Coordinate Algebra is trending in a positive direction with a 10% point increase from 14-15. In addition the Distinguished level increased by 7%. LCSS is also above the state average by 25% points. This is a significant increase.

Analysis of Analytic Geometry Achievement Data for the Spring 2016 Georgia Milestone End of Course

Analytic Geometry 2014-2015 to 2015-2016 Comparison

% of Students at each Achievement Level vs. Levels of Achievement

- Beginning: 18.00% (2014-2015), 15.00% (2015-2016)
- Developing: 43.00% (2014-2015), 35.00% (2015-2016)
- Proficient: 30.00% (2014-2015), 36.00% (2015-2016)
- Distinguished: 9.00% (2014-2015), 14.00% (2015-2016)

■ 2014-2015 ■ 2015-2016

Analytic Geometry LCSS and State Comparison of 2015-2016 EOC

% of Students Passing at the Proficient and Distinguished Levels

- LCSS: 50%
- State: 32.00%

Analytic Geometry

Analytic Geometry Overall Passing Percentages 2014-2015 to 2015-2016

% of Students Passing at Proficient and Distinguished Levels vs. Year

- 2014-2015: 39%
- 2015-2016: 50.00%
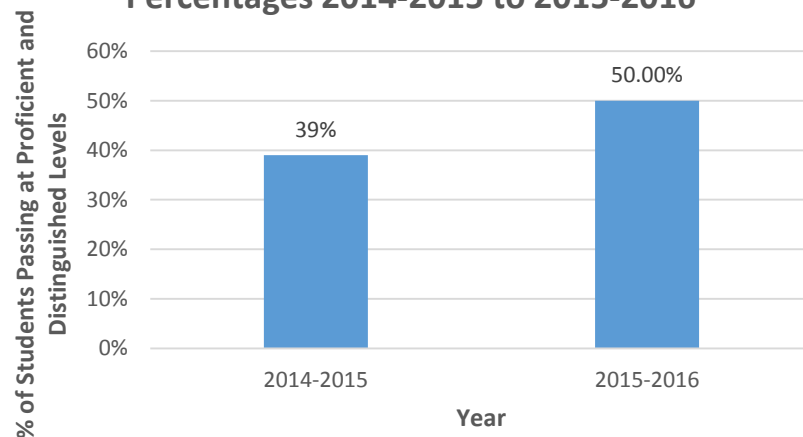
Commentary on Analytic Geometry Performance

Analytic Geometry is trending in a positive direction with a 11% point increase from 14-15. In addition the Distinguished level increased by 5%. LCSS is also above the state average by 18% points.

Analysis of Biology Achievement Data for the Spring 2016 Georgia Milestone End of Course

Biology 2014-2015 to 2015-2016 Comparsion
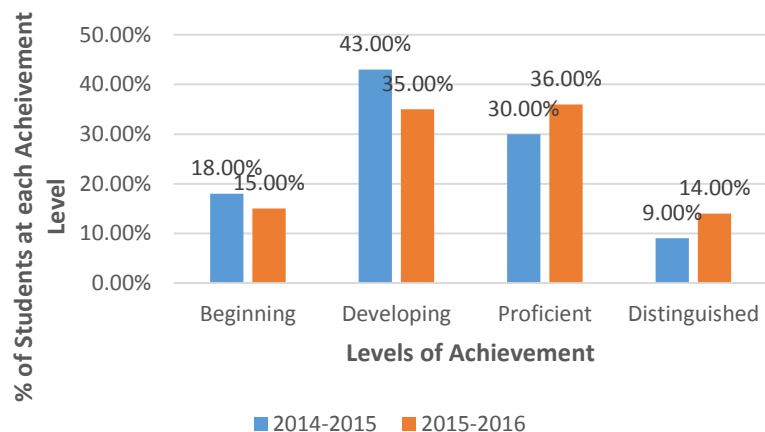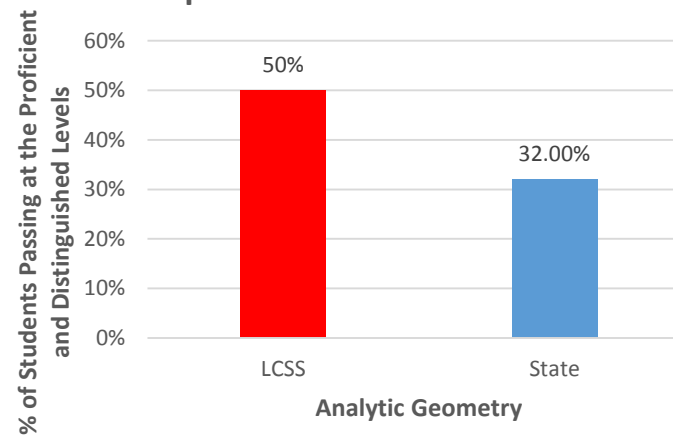
% of Students at each Achievement Level

Beginning: 28.00% (2014-2015), 20.00% (2015-2016)
Developing: 30.00% (2014-2015), 26.00% (2015-2016)
Proficient: 34.00% (2014-2015), 48.00% (2015-2016)
Distinguished: 8.00% (2014-2015), 6.00% (2015-2016)

Levels of Achievement

■ 2014-2015   ■ 2015-2016

Biology LCSS and State Comparison of 2015-2016 Scores

% of Students Passing at Proficient and Distinguished Levels

LCSS: 54%
State: 43.00%

Biology

Biology Overall Passing Percentages 2014-2015 to 2015-2016

% of Students Passing at Proficient and Distinguished Levels

2014-2015: 42%
2015-2016: 54.00%

Year

Commentary on Biology Performance

Biology is trending in a positive direction with a 12% point increase from 14-15.

The Distinguished level decreased by 2%.

LCSS is also above the state average by 11% points.

Upon further analysis, it was determined more time is spent on the genetics and cells (highest areas) standards during the first half of the year and evolution standards (our lowest area) are not given enough time. Pacing guides are being updated to help with this concern.

Teacher scheduling was also reviewed for the 16-17 school year based on overall beginning and developing scores.

Analysis of Physical Science Achievement Data for the Spring 2016 Georgia Milestone End of Course

Physical Science 2014-2015 to 2015-2016 Comparison

% of Students at each Achievement Level

Levels of Achievement

- 2014-2015
- 2015-2016

Beginning: 23.00%, 29.00%
Developing: 40.00%, 34.00%
Proficient: 34.00%, 31.00%
Distinguished: 3.00%, 6.00%
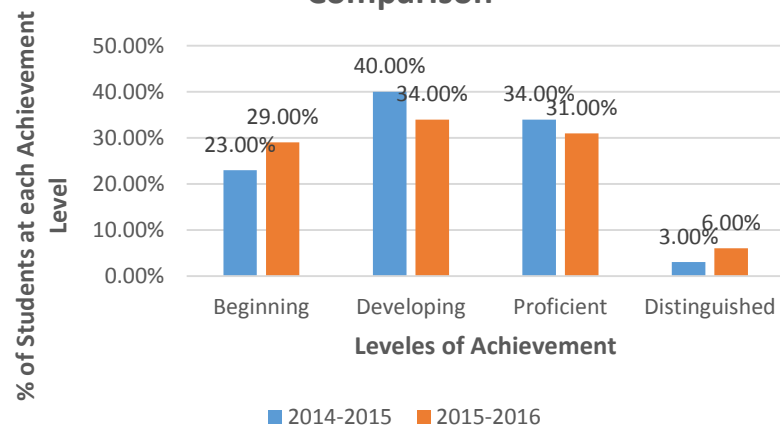
Physical Science LCSS and State Comparison of 2015-2016 Scores

% of Students Passing at Proficient and Distinguished Levels

Year

LCSS: 37%
State: 34.00%
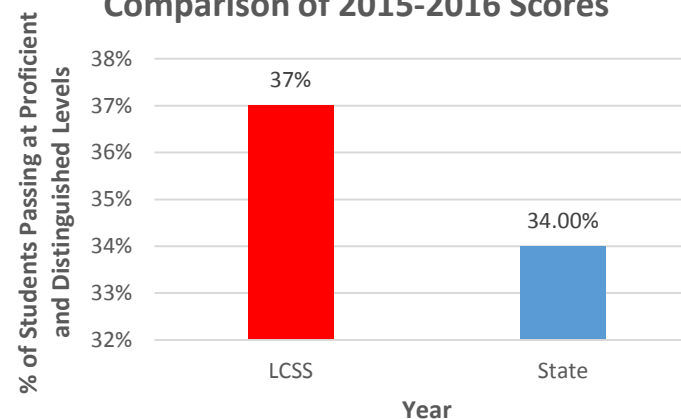
Physical Science Overall Passing Percentages 2014-2015 to 2015-2016

% of Students Passing at Proficient and Distinguished Levels

Year

2014-2015: 37%
2015-2016: 37.00%
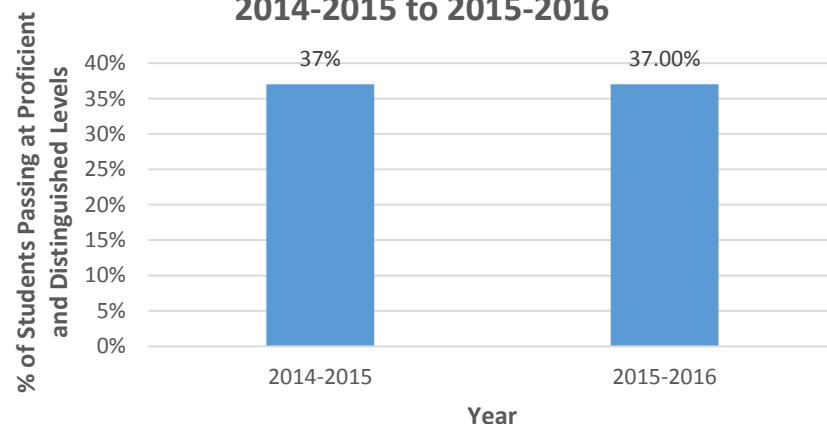
Commentary on Physical Science Performance

Physical Science remained the same in passing scores for the 14-15 and 15-16 school years.

The Distinguished level increased by 3%.

LCSS is above the state average by 3% points.

Collaboration, both horizontal and vertical, has been set for the 2016-2017 and beyond to align units to state standards in all areas and to incorporate best practices and resources. In addition, teachers will be transitioning to GSE standards in the 2017-2018 school year.

Analysis of US History Achievement Data for the Spring 2016 Georgia Milestone End of Course

US History 2014-2015 to 2015-2016 Comparison

% of Students Passing at each Achievement Level

- Beginning: 14.00% (2014-2015), 18.00% (2015-2016)
- Developing: 33.00% (2014-2015), 31.00% (2015-2016)
- Proficient: 40.00% (2014-2015), 39.00% (2015-2016)
- Distinguished: 13.00% (2014-2015), 12.00% (2015-2016)

Levels of Achievement

■ 2014-2015 ■ 2015-2016

US History LCSS and State Comparison of 2015-2016 Scores

% of Students Passing at Proficient and Distinguished Levels

- LCSS: 51%
- State: 45.00%

US History

US History Overall Passing Percentages 2014-2015 to 2015-2016

% of Students Passing at Proficient and Distinguished Levels

- 2014-2015: 53%
- 2015-2016: 51.00%

Year

Commentary on US History Performance

US History is trending in a negative direction with a 2% point decrease from 14-15.

The Distinguished level decreased by 1%.

LCSS is above the state average by 6% points.

Collaboration, both horizontal and vertical, has been set for the 2016-2017 and beyond to align units to state standards in all areas and to incorporate best practices and resources. In addition, teachers will be transitioning to GSE standards in the 2017-2018 school year.

Analysis of Economics Achievement Data for the Spring 2016 Georgia Milestone End of Course

Economics 2014-2015 to 2015-2016 Comparison

Economics LCSS and State Comparison of 2015-2016 Scores

Economics Overall Passing Percentages 2014-2015 to 2015-2016
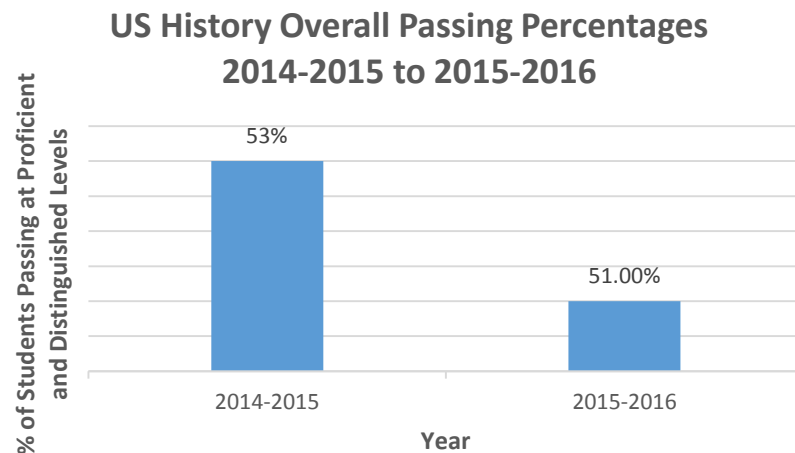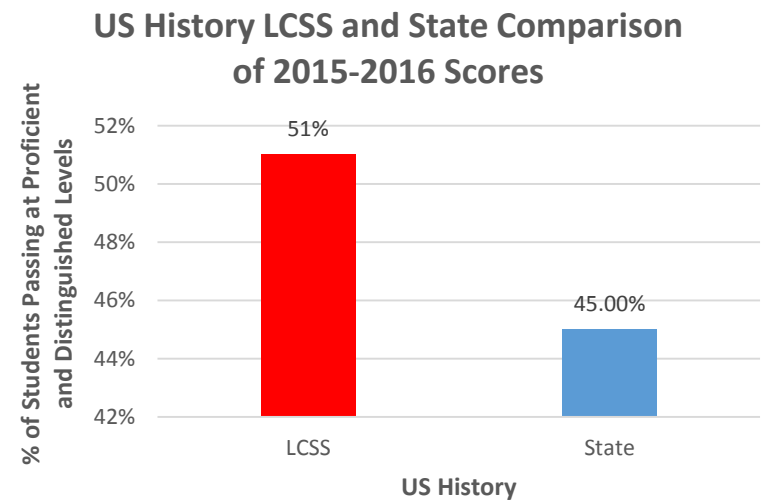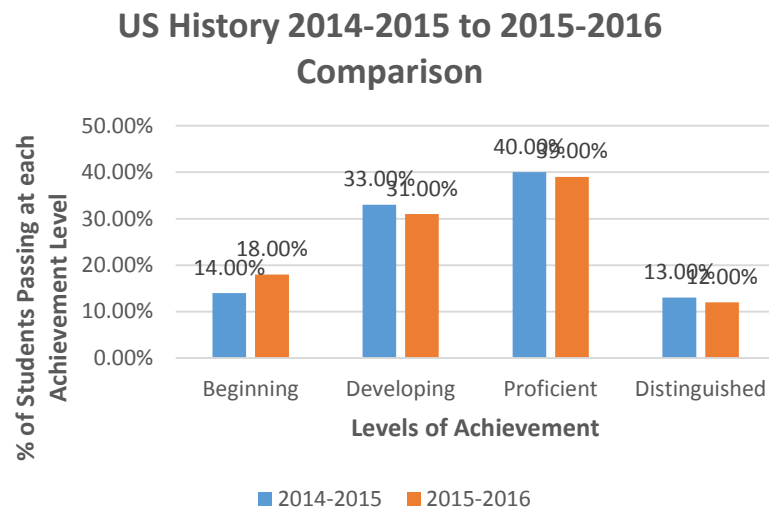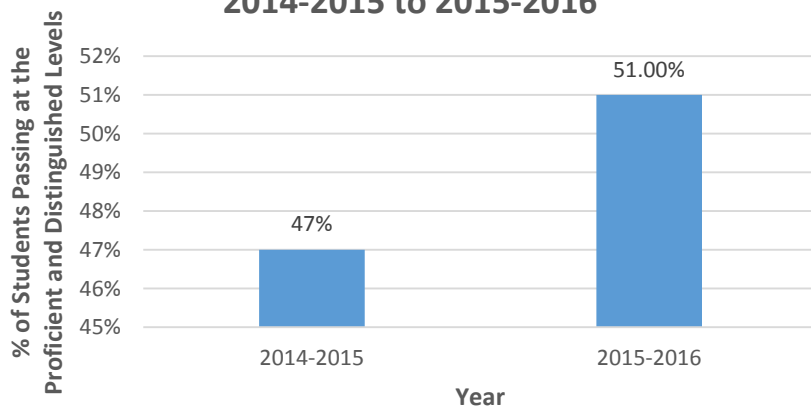

Commentary on Economics Performance

Economics is trending in a postive direction with a 4% point increase from 14-15.
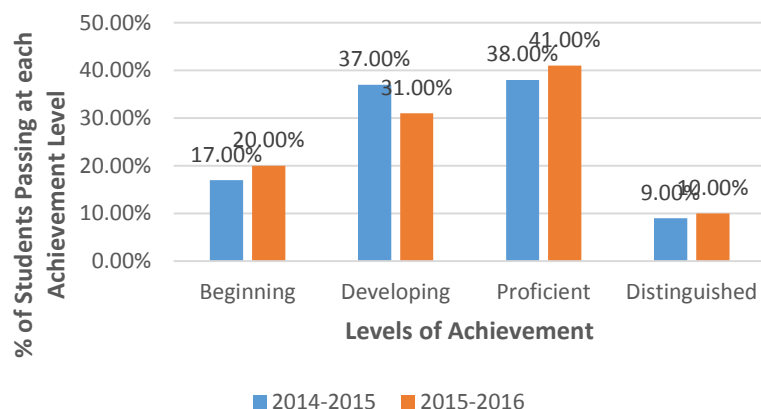
The Distinguished level increased by 1%.

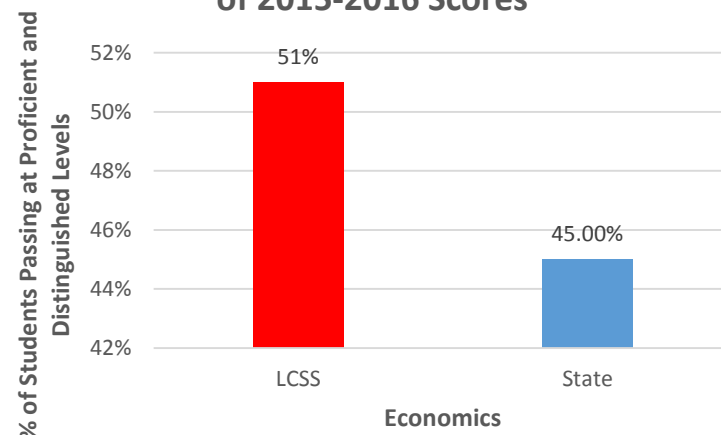LCSS is above the state average by 6% points.

Collaboration, both horizontal and vertical, has been set for the 2016-2017 and beyond to align units to state standards in all areas and to incorporate best practices and resources. In addition, teachers will be transitioning to GSE standards in the 2017-2018 school year.

Analysis of District High School CCRPI Indicators 1-8

2015	9th Lit	Amer. Lit	Coord. Alg	Ana. Geo	Phy. Sci.	Bio.	US Hist.	Econ.
GA HS Avg.	6.122	5.9	5.269	5.545	5.073	5.648	6.156	5.827
Lee County HS	6.996	7.334	7.164	6.7	5.428	6.183	7.731	7.05
Difference	0.874	1.434	1.895	1.155	0.355	0.535	1.575	1.223
+/- % Diff. from State Av	14%	24%	36%	21%	7%	9%	26%	21%

Commentary on 2015 High School Performance on CCRPI Indicators 1-8

2015 CCRPI Performance by Category for High School as Compared to Georgia State Average

For the school year 2015, District CCRPI performance is above the state performance in **all Subjects**. The following is the % *difference* as compared to the state averages:

9th Lit= 14%

11th Lit = 24%

Coordinate Algebra = 36%(greatest percentage difference as compared to the state)

Analytic Geometry = 21%

Physical Science = 7%

Biology = 9%

US History = 26%

Economics = 21%

Analysis of District High School CCRPI Indicators 9-18

2015	#9	#10	#11	#12	#13	#14	#15	#16	#17	#18
GA HS AVG.	7.738	5.617	7.288	6.303	9.547	5.562	3.699	6.328	5.264	2.527
Lee County HS	6.741	9.686	6.94	4.421	9.875	6.925	4.482	7.2	5.691	2.668
Difference	-0.997	4.069	-0.348	-1.882	0.328	1.363	0.783	0.872	0.427	0.141
+/- % Diff. from State Av	-13%	72%	-5%	-30%	3%	25%	21%	14%	8%	6%

2015 CCRPI Performance by Category for High School as Compared to GA State Average for Achievement Indicators 9-18
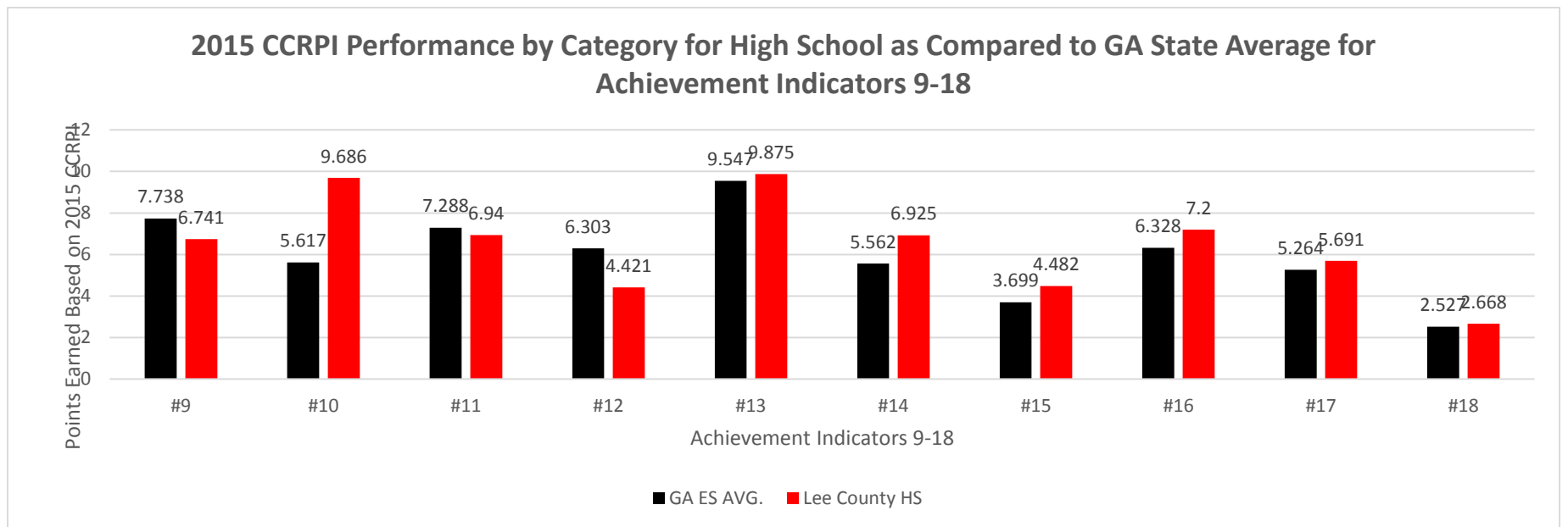
Commentary on 2015 High School Performance on CCRPI Indicators 9-18

LCSS is above the state in 6 of the 10 indicators for Post High School Readiness and Graduation Rate. Those above are highlighted in blue and those below are in yellow. The analysis is as follows:

Indicator 9: Percent of graduates completing a CTAE pathway/AP pathway/IB Career Related Program/Fine Arts Pathway/World Language Pathway within program of study is below the state average by a percentage difference of 13%.

Indicator 10: Percent of graduates completing a CTAE pathway and earning a national industry recognized credential is above the state average by a percentage difference of 72%.

Indicator 11: Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams is below the state average by a percentage difference of 5%.

Indicator 12: Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses is below the state average by a percentage difference of 30%.

Indicator 13: Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test is above the state average by a percentage difference of 3%.

Indicator 14: Percent of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature EOC is above the state average by a percentage difference of 25%.

Indicator 15: Percent of students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOCs is above the state average by a percentage difference of 21%.

Indicator 16: Percent of students missing fewer than 6 days of school is above the state average by a percentage difference of 14%.

Indicator 17: 2015 4-Year Cohort Graduation Rate (%) is above the state average by a percentage difference of 8%

Indicator 18: 2014 5-Year Extended Cohort Graduation Rate (%) is above the state average by a percentage difference of 6%

Lexile Results for Lee County School System

LCSS LEXILE TREND DATA 2012-2016

% of Students Scoring at the CCRPI Indicator Lexile Level (y-axis)

Testing Year (Spring) (x-axis)

Data points:
- 3rd (650L): 2012: 71.00%, 2013: 72.00%/73.00%, 2014: 71.00%, 2015: 63.00%, 2016: 58%
- 5th (850L): 2012: 68.00%, 2013: 72.00%, 2014: 74.00%, 2015: 65.00%, 2016: 69%
- 8th (1050L): 2012: 77.00%, 2013: 78.00%, 2014: 82.00%, 2015: 71.00%, 2016: 78%/79%
- 11th (1275L): 2012: 42.00%, 2013: 42.00%, 2014: 49.00%, 2015: 67.00%, 2016: 78%

Legend: 3rd (650L) · 5th (850L) · 8th (1050L) · 11th(1275L)

Commentary on LCSS Lexile Trend Data for 2012-2015

A student's Lexile is a standard score that matches a student's reading ability with difficulty of text material. It is interpreted as the level of a book that a student can read with 75% comprehension.

The 3rd grade students reading at a Lexile of 650 or higher increased in 2013 by 2% points, decreased in 2014 by 2% and decreased in 2016 by 5%. The net loss from 2012 to 2016 is 13% points, which is equivalent to a 18% decrease. In doing a root cause analysis on literacy, the system determined that monitoring of lexiles through a system wide universal screener needed to be in place with monitoring at all grade levels throughout the year. In addition, literacy is being embedded into non-ELA subjects. Training is also taking place in this area. Lexile targets are also being set for K-2.

The 5th grade students reading at a Lexile of 850 or higher increased in 2013 by 4% points and in 2014 by 2%. Fifth grade scores decreased by 9% points in 2015. In 2016, the scores increased by 4% points. The net loss from 2012 to 2016 is 1% points. Statistically there was not a significant difference.

The 8th grade students reading at a Lexile of 1050 or higher increased in 2013 by 1% points and in 2014 by 4% points. The percentage decreased by 11% points in 2015. In 2016, scores increased by 8% points. The net gain from 2012 to 2016 is 2% points, which is equivalent to 2% increase.
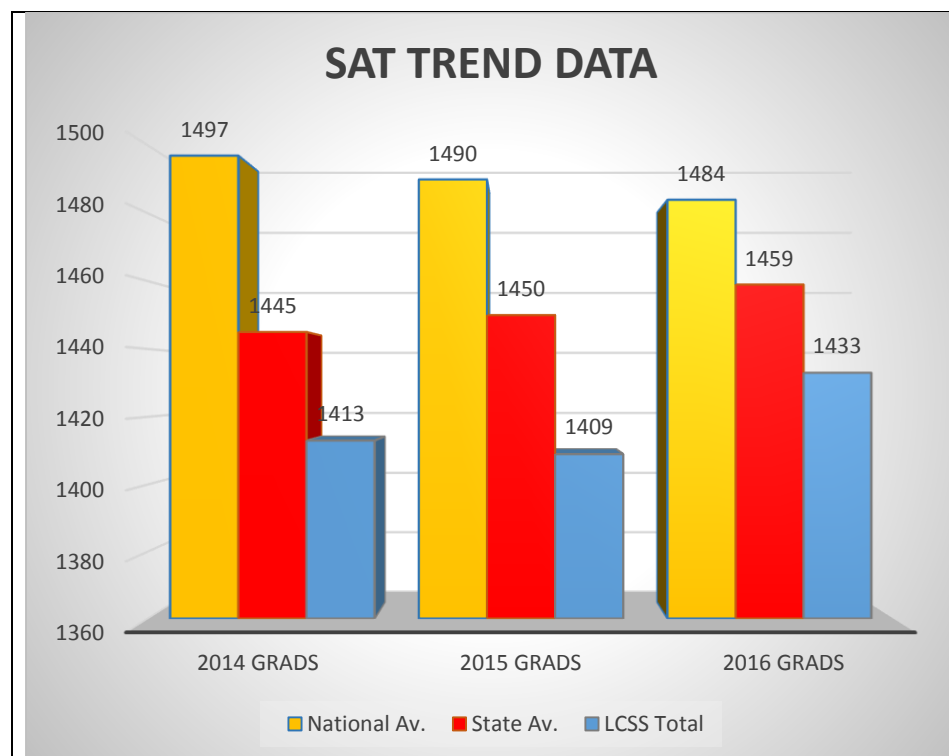
The 11th grade students reading at a Lexile of 1275 or higher remained the same from 2012 to 2013. The percentage increased in 2014 by 7% points, 2015 by 18% points, and in 2016 by 11% points. The net gain from 2012 to 2016 is 36% points, which is equivalent to 46% increase. It is also important to note that the 2012-2014 data is based on Lexile scores determined from EOCT. 2014-2016 is based on Milestones.

5th, 8th and 11th grades are showing a positive trend, while 3rd grade is showing a negative trend overall.

SAT and ACT Results for Lee County School District

SAT TREND DATA

Chart showing SAT Trend Data for 2014, 2015, and 2016 Grads with National Av. (yellow), State Av. (red), and LCSS Total (blue):

	National Av.	State Av.	LCSS Total
2014 GRADS	1497	1445	1413
2015 GRADS	1490	1450	1409
2016 GRADS	1484	1459	1433

ACT TREND DATA

Chart showing ACT Trend Data for 2014, 2015, and 2016 Grads with National Av. (yellow), State Av. (red), and LCHS Composite Score (blue):

	National Av.	State Av.	LCHS Composite Score
2014 GRADS	21	20.8	22.2
2015 GRADS	21	21	20.2
2016 GRADS	20.8	21.1	20.6

Commentary on SAT Performance
SAT scores increased from 2015 to 2016; however, we did have a decrease from 2014-2015. The National average decreased, while the state average increased. Analysis is being done to determine the root cause. Discussion is being held to determine possible strategies for implementing SAT prep classes..
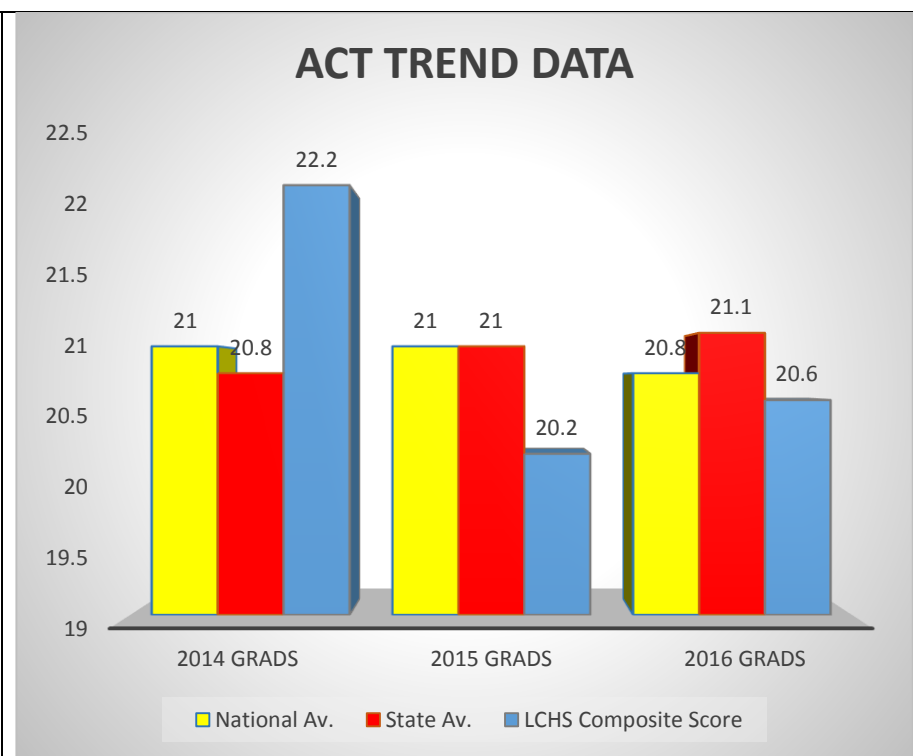
Commentary on ACT Performance
ACT scores have increased from 2015. Analysis is showing that strategies are helping with improvement in scores, though small. Strategies to help students perform better are being explored by high school staff.

60

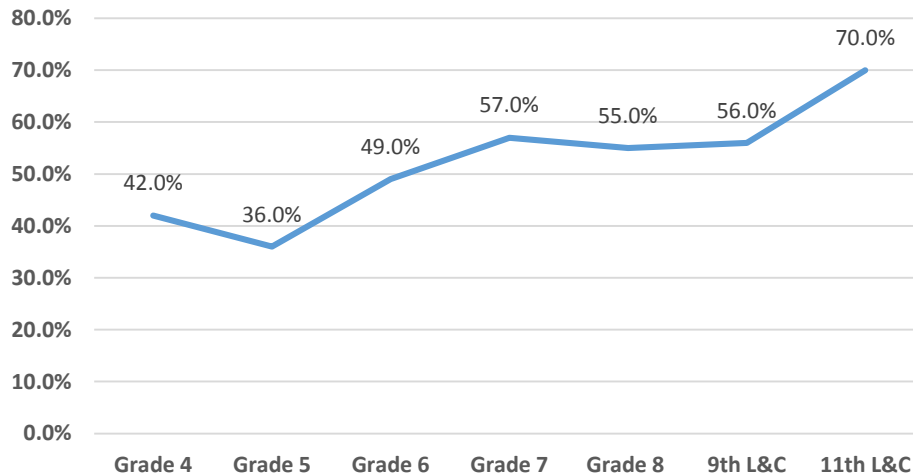**District Student Growth Percentile Data (2015)**

To determine growth from year to year, students obtain growth percentiles ranging from 1 to 99, which indicate how their current achievement compares with that of their statewide academic peers who had similar score histories. These Student Growth Percentiles (SGPs) are used several important ways.

♣ SGPs are used in the Progress Category of the College and Career Readiness Performance Index. For school year 2015, schools will be awarded up to 40 points depending on the percentage of students who receive SGPs 35 or higher for each content area assessment.

♣ SGPs are scheduled to become part of Georgia's Teacher Effectiveness Model (TEM). In this model, the average or grand mean SGP for students taught is used in conjunction with teachers' performance on 10 standards to score their annual evaluation.

♣ SGPs are also used within the Georgia Student Growth Model (GSGM). This model is designed to provide students, parents, educators, and the public with important information about student progress. In addition to academic achievement (pass rates on state tests), student growth tells a more complete story about the academic performance of students. The model shows not only where students ended up, but how much progress they made to get there. In the GSGM, the median SGP is used to place districts, schools, grade levels, and other student groups on a horizontal performance axis.

Note: The following charts are based on the median SGPs for the various grades and End of Course Tests for 2015. If a grade level has a 35 SGP, it means that 50% of the SGPs were above 39 and 50% were below 39.

Median Student Growth Percentile Performance by Content Areas

ELA Median SGPs

Data points: Grade 4: 42.0%, Grade 5: 36.0%, Grade 6: 49.0%, Grade 7: 57.0%, Grade 8: 55.0%, 9th L&C: 56.0%, 11th L&C: 70.0%
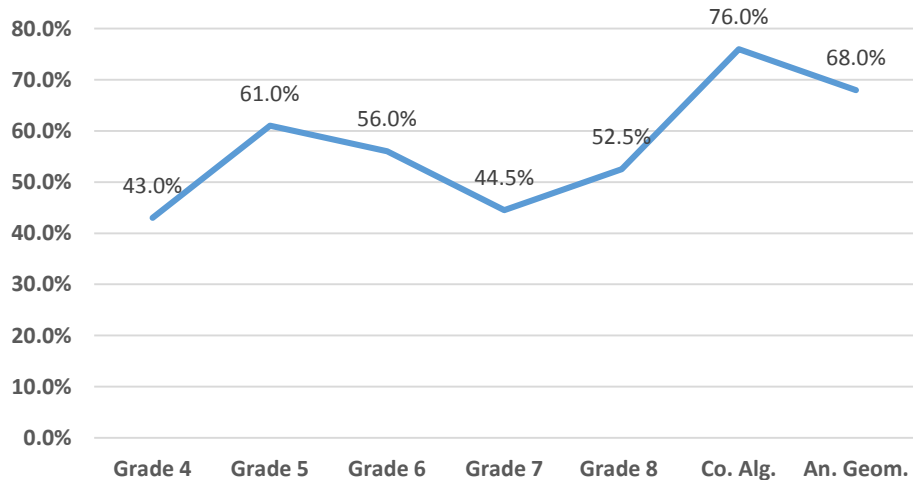
Commentary on 2015 ELA SGP Performance

Median SGPs in ELA ranged from a high of 70 in 11th Grade Lit & Comp to a low of 36 in 5th grade.

Scores in the 30s and 40s indicate that a considerable number of students are losing ground versus their academic peer groups in ELA.

A median SGP of 35 indicates that 50% of the students fell below a 35. Low median SGPs could have significant impact on the SGPs used in the teacher and leader evaluations.

In analysis of the elementary level, emphasis is being placed on collaboration among teachers to determine best practices and alignment to standards. We are analyzing universal screening data within 5th grade specifically to determine areas of focus.

Math Median SGPs

Data points: Grade 4: 43.0%, Grade 5: 61.0%, Grade 6: 56.0%, Grade 7: 44.5%, Grade 8: 52.5%, Co. Alg.: 76.0%, An. Geom.: 68.0%

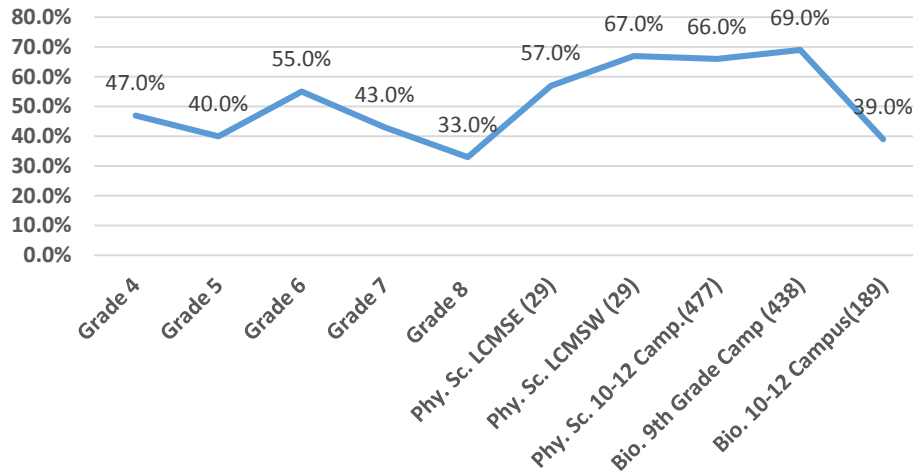**Commentary on 2015 Math SGP Performance**

Median SGPs in Math ranged from a high of 76 in Coordinate Algebra to a low of 43 in 4th grade.

Scores in the 40s indicate that a considerable number of students are losing ground versus their academic peer groups in Math.

A median SGP of 35 indicates that 50% of the students fell below a 35. Low median SGPs could have significant impact on the SGPs used in the teacher and leader evaluations.

Upon analysis, changes in standards seems to have had an impact. In addition, collaboration among teachers for alignment of units to standards needs to take place.

Science Median SGPs

Science Median SGPs line chart showing:
- Grade 4: 47.0%
- Grade 5: 40.0%
- Grade 6: 55.0%
- Grade 7: 43.0%
- Grade 8: 33.0%
- Phy. Sc. LCMSE (29): 57.0%
- Phy. Sc. LCMSW (29): 67.0%
- Phy. Sc. 10-12 Camp.(477): 66.0%
- Bio. 9th Grade Camp (438): 69.0%
- Bio. 10-12 Campus(189): 39.0%

Commentary on 2015 Science SGP Performance

Median SGPs in Science ranged from a high of 69 in Biology to a low of 33 in 8th grade.
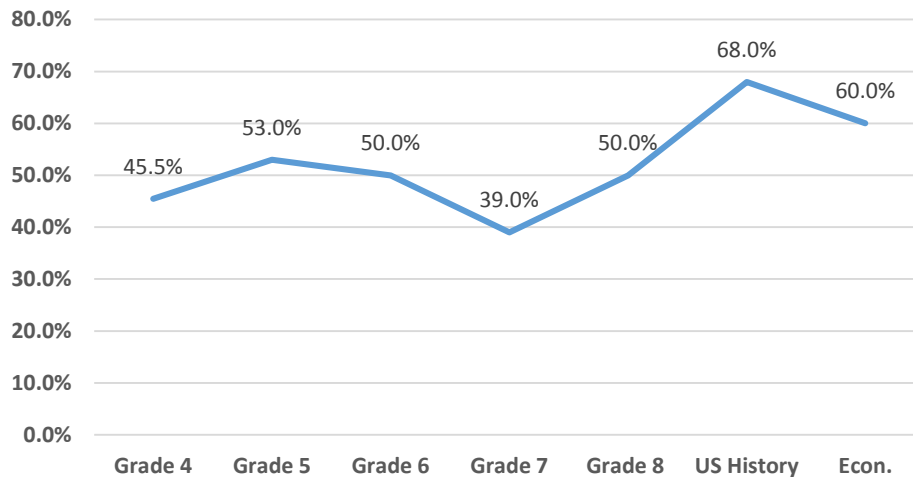
Scores in the 30s and 40s indicate that a considerable number of students are losing ground versus their academic peer groups in Science.

A median SGP of 35 indicates that 50% of the students fell below a 35. Low median SGPs could have significant impact on the SGPs used in the teacher and leader evaluations.

In analysis of Physical Science, the "lack of growth" was actually rather positive when taking into account that the academic history of the most recent group was traditionally lower than the group before.

In analysis of the all levels, emphasis is being placed on collaboration among teachers to determine best practices and alignment to standards. It is also important to note that teachers teaching more than one subject at these levels seems to have had a negative impact.

Social Studies Median SGPs

Social Studies Median SGPs line chart showing:
- Grade 4: 45.5%
- Grade 5: 53.0%
- Grade 6: 50.0%
- Grade 7: 39.0%
- Grade 8: 50.0%
- US History: 68.0%
- Econ.: 60.0%

Commentary on 2015 Social Studies SGP Performance

Median SGPs in Social Studies ranged from a high of 68 in US History to a low of 39 in 7th grade.

Scores in the 30s and 40s indicate that a considerable number of students are losing ground versus their academic peer groups in social Studies.

A median SGP of 35 indicates that 50% of the students fell below a 35. Low median SGPs could have significant impact on the SGPs used in the teacher and leader evaluations.

In analysis of the elementary and middle school levels, emphasis is being placed on collaboration among teachers to determine best practices and alignment to standards. It is also important to note that teachers teaching more than one subject at these levels seems to have had a negative impact.

2015 School Climate Star Rating

In 2014, the College and Career Performance Index added Climate Stars at the school level. This addition was an effort to assess schools in four broad areas: School Climate, School Discipline, Safe and Substance Free Learning and School – wide Attendance. Each domain counts 25% of a school's overall Climate rating which results in one to five stars being awarded. The results for Lee County's Schools are below.

Based Upon 2015 CCRPI	Surveys	Discipline	Safe/Substance Free Learning Environment	School-Wide Attendance	Final Score	Total Stars Awarded
Kinchafoonee Primary School	87.105	98.593	91.765	92.668	92.668	★★★★★
Lee County Primary School	87.077	98.263	98.693	94.544	94.644	★★★★★
Lee County Elementary School	83.83	92.976	96.561	94.164	91.883	★★★★★
Twin Oaks Elementary School	79.387	94.364	95.802	93.954	90.877	★★★★★
Lee County Middle School East Campus	72.542	77.785	86.54	92.962	82.457	★★★★
Lee County Middle School West Campus	76.27	79.43	86.618	92.521	83.71	★★★★★
9th Grade Campus	72.161	78.908	85.089	93.592	82.438	★★★★
Lee County High School	67.726	81.259	85.065	92.644	81.674	★★★★

Analysis of 2015 School Climate Ratings for LCSS

- For 2015, the expectation was that 75% of students and staff would complete the surveys and have at least 15 parents participate in the surveys. All of the K-5 schools in Lee County had above 75% participation in completing surveys. The 6-12 schools did not have 75% participation in the surveys. District and School staff should review responsibilities for survey administration going forward to prevent schools from losing stars because of low participation.
- The Middle and High Schools had lower scores in discipline than the Primary and Elementary schools. The primary determiners for this area are In-School Suspension (ISS), Out of School Suspension (OSS), Alternative School Placement and Expulsion.
- At 9th grade campus, the 5-Star rating was missed by 0.2. The survey results for bullying/harassment were very high (54%) even though the actual behavior data was low in this area.
- At LCHS, it has been determined there is a large discrepancy in student perceptions, when compared with data and adult perceptions as far as certain climate indices, specifically drug use, bullying and harassment. More in depth analysis of the individual questions needs to take place to see how much different students' perceptions are than the adults.
- The Safe and Substance-Free Learning Environment Indicator ranged from 85.065 at the High School to 98.693 at the Primary School. Determiners for this area take into account the number of referrals for drugs, violent acts, bullying/harassment and surveys by students and staff regarding these areas.
- Quarterly monitoring of key data points such as the percent of students not receiving ISS or OSS should occur at the school and district levels. Monitoring of participation rates of students, staff and parents in each survey should be done periodically to ensure that the required rates are obtained.

Strategic Plan SWOT Survey Results Spring 2016

Large amounts of perception data were collected by surveying certified and classified staff of all schools. These employees were asked to respond to the four questions that were derived from SWOT(strengths, weaknesses, opportunities, threats) analysis techniques. The district wide feedback from this survey was informative and was analyzed by an ad hoc data team. The data was presented to the Strategic Planning Team. The top five responses for each category are below in order of importance.

Q1: What do you feel are the greatest challenges that we are facing in our schools and district?

1. Student/Teacher Ratio
2. Balance of Parent Involvement
3. Curriculum
4. Discipline
5. Student Motivation/Accountability

Q2: Which current projects, programs, or initiatives are working well and producing positive results for our students, staff and district?

1. PBIS
2. IStation
3. Eureka Math
4. IPASS
5. EIP Program

Q3: Which current projects, programs, or initiatives are not working well and should be changed or abandoned?

1. 104 answered Nothing--meaning that all programs, initiatives, etc. are working well.
2. Data Teams
3. PBIS
4. RTI
5. Testing

Q4: Are you aware of any other projects, programs, or initiatives that we should consider and would be beneficial to our students, staff, school, and district?

1. 171 answered Nothing--meaning that they were not aware of anything that needs to be considered at this time.
2. STEAM/STEM/Robotics
3. 1:1 Technology
4. Math/ELA Coaches for Teacher Support
5. Smaller Class Size

PBIS was ranked high as "not working" and as "working well". In looking at the individual school SWOT data, the schools in which a protocol for PBIS is not followed or enforced ranked PBIS as not working well.

Summary of Parent, Personnel, Community, and Business Needs Assessment Surveys 2016

In addition to the SWOT analysis, LCSS also collected information from the annual Needs Assessment Surveys for 2016. The feedback from these surveys was informative, was analyzed by an ad hoc data team and was presented to the Strategic Planning Team. The overall results of the survey are below.

Parent Needs Assessment Results (701 total responses)

- Overall the Parent Needs Assessment was very positive for the school system.
- Parents agreed that the schools provided a well-rounded, supportive, clean, safe, and positive learning environment.
- Parents felt their children are given appropriate access to support and interventions and equitable access for those of lower socioeconomic situations.
- Parents felt the teachers and leaders were highly qualified and effective.
- Parents were not sure if teachers were afforded opportunities for professional development and if external stakeholders were asked for input regarding the prioritizing of funds.

Personnel Needs Assessment Results (225 total responses)

- The top five areas rated for targeted professional development that would enhance teachers' capacity to support students with diverse needs are as follows:
    - Instructional Technology Strategies (Advanced Professional Development)
    - Response to Intervention-RTI/Student Support Services (Introductory Professional Development)
    - Lexile Training (Introductory Professional Development)
    - Differentiation (Advanced Professional Development)
    - Literacy (Introductory Professional Development)
- The top five academic content areas rated for targeted professional development that would enhance teachers' capacity to support students are as follows:
    - Reading
    - ELA
    - Math
    - Science
    - Special Education

- The following top five methods are perceived as being effective in the area of professional development:
  - Job-embedded/Coaching/PLCs/Virtual/Consultants
  - Ongoing support for professional development implementation
  - Personalized professional development opportunities
  - High Quality evidence based professional development on content and pedagogy
  - High Quality professional development materials
- The following top five methods are perceived as being effective in the area of personnel:
  - Maintaining a positive school climate
  - Retaining effective teachers
  - Retaining effective leaders
  - Providing advancement and professional growth opportunities such as endorsements
  - Providing Job Embedded Support for teachers such as mentors
- The following are the top five factors perceived to impact the learning and work environment:
  - Ensuring highly effective and experienced teachers are equitably distributed across content and grade levels.
  - Assigning teachers courses that are in field.
  - Providing students with access to and enrollment in appropriate supports and interventions for challenges that impact student achievement.
  - Ensuring that students are not assigned for two years in a row to inexperienced and ineffective teachers.
  - Prioritizing local, federal, and state funds in a way that is equitable, fiscally responsible, and promotes student achievement.

Community/Business Needs Assessment Results (28 total responses)

- Overall the Community/Business Needs Assessment was very positive for the school system.
- Community/Business Stakeholders agreed that the schools provided a well-rounded, supportive, clean, safe, and positive learning environment.
- Community/Business Stakeholders felt their children are given appropriate access to support and interventions and equitable access for those of lower socioeconomic situations.
- Community/Business Stakeholders felt the teachers and leaders were highly qualified and effective.

- Community/Business Stakeholders were not sure if teachers were afforded professional development opportunities, if external stakeholders were asked for input and if funding is prioritized.

Greatest Areas of Need Based Upon District Leader and School Level Leaders

All LCSS Administrators, District and School Level, were asked to complete a self-assessment of the system using the Georgia District Performance Standards. The seven Standards are:

1. Vision and Mission (VM): Purpose and direction for continuous improvement with a commitment to high expectations for learning and teaching.
2. Governance(G): Policies and procedures that support a shared vision by all stakeholders and promote high expectations.
3. Planning, Organizing, and Monitoring (POM): The data-driven processes, procedures, structures, and products that focus the operations of the district to ensure higher levels of student learning and staff effectiveness.
4. Allocation and Management of Resources (AMR): The allotment and administrations of resources to attain district and school goals for student learning.
5. Learning and Teaching(LT): District processes for implementing, supporting, monitoring curriculum, instruction, and assessment systems and their impact on student learning.
6. Leaders, Teacher, and Staff Effectiveness(LTSE): the performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students.
7. Family and Community Engagement: Process for engaging families and community members as active participants to help schools improve learning and teaching.

Each standard included several strands (sub-strands). Below are the five strands with the **lowest overall ratings** for the seven standards listed above, as determined by the overall averages of the self-assessments. The strands are listed from lowest to highest.

District Leader Level Self-Assessment

1. LTSE5-Leader, Teacher, and Staff Effectiveness: Organizes and provides personnel, expertise, and services to achieve district and individual school goals.
2. LT6- Learning and Teaching: Guides and supports schools in selection and implementation of effective strategies, programs, and interventions to improve student learning.
3. POM3-Planning, Organizing, and Monitoring: Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.

4. G4-Governance: Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.
5. FCE3-Family and Community Engagement: Ensures that families and community members have feedback and problem-solving opportunities throughout the district.

School Leaders Level Self-Assessment

1. LT6- Learning and Teaching: Guides and supports schools in selection and implementation of effective strategies, programs, and interventions to improve student learning.
2. LTSE5-Leader, Teacher, and Staff Effectiveness: Organizes and provides personnel, expertise, and services to achieve district and individual school goals.
3. AMR4-Allocation and Management of Resources: Provides, coordinates, and monitors student support systems and services.
4. POM3-Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement important plans and initiatives.
5. G4-Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.

Analysis of Self-Assessment

Both the district and school leaders ranked LT6, LTSE5, POM3, and G4 as four of their lowest strands. The leaders only differed on one strand. District leaders ranked FCE3 low, while school level administrators ranked AMR4 low.

The standards are addressed within the SMART GOAL section of the LCSS Strategic Plan showing alignment to the actions and strategies determined by the Strategic Planning Team.

Georgia Vision Project

The Vision Project was created by Georgia educational leaders using researched best-practices and data to support the vision of the project. School Boards are encouraged to review this work, discuss the implications in their own system, and identify opportunities, where appropriate, to incorporate the Vision recommendations into its system's Strategic Plan. The Georgia Vision Project recommendations are also aligned with the SMART goals set for the system within the strategic plan. These recommendations are shown in the SMART Goal section and noted in parentheses following the Georgia District Standards.

District Goals and Targets

The District Strategic Planning Team has collaboratively set goals for the student performance in several critical areas. At the beginning of 2015-2016 Lee County School System became a Strategic Waiver System and entered into a five year contract with the State Board of Education allowing for flexibility from state board rules in an effort to achieve agreed upon goals for the system. The 2015-2016 Georgia Milestones results will be the baseline data with progressively improving targets set going forward each year to 2021.

Tables listed after this section shows expectations for student and staff performance. These tables and goals will be reviewed, updated, and revised as needed based upon annual progress, as well as changes in state testing and school accountability requirements. The District Core Strategic Planning Team will meet when results are released to assess progress on each target by using the following "Stop Light Method":

Green Shading = Performance Target Achieved or Exceeded

Yellow Shading = Progress Made but Target Missed

Red Shading = No Progress Made or Performance Went Down

Blue Shading = Target Achieved but did not show growth from last year

For most of the tables for SMART Goal 1, the targets are noted above the year in the highlighted blue bar. In some tables, the target is listed in a column preceding the actual column totals.

SMART Goal 1: Increase scores on an annual basis to meet or exceed targets as described for each table.

Table 1-A: Increase the % of students scoring at the proficient or distinguished level (Levels 3 or 4) for the End of Grade (EOG) Georgia Milestone State Assessments by 3% each year. Targets were determined overall for each subject area.

Grade 3-8 ELA	2015	Baseline 45% 2016	46% 2017	48% 2018	49% 2019	51% 2020	52% 2021
Grade 3	47%	46%					
Grade 4	38%	47%					
Grade 5	35%	43%					
Grade 6	44%	41%					
Grade 7	45%	47%					
Grade 8	47%	44%					
Grade 3-8 Mathematics	2015	Baseline 51% 2016	52% 2017	54% 2018	55% 2019	57% 2020	58% 2021
Grade 3	50%	59%					
Grade 4	48%	51%					
Grade 5	45%	53%					
Grade 6	44%	48%					
Grade 7	40%	53%					
Grade 8	38%	42%					
Grade 3-8 Science	2015	Baseline 42% 2016	43% 2017	45% 2018	47% 2019	48% 2020	50% 2021
Grade 3	38%	47%					
Grade 4	36%	48%					
Grade 5	33%	45%					
Grade 6	44%	48%					
Grade 7	35%	42%					
Grade 8	23%	20%					

Grade 3-8 Social Studies	33% 2015	Baseline 39% 2016	41% 2017	43% 2018	44% 2019	46% 2020	48% 2021
Grade 3	36%	39%					
Grade 4	35%	52%					
Grade 5	30%	35%					
Grade 6	33%	40%					
Grade 7	33%	39%					
Grade 8	28%	30%					

Table 1-B: Increase the % of students scoring at the proficient or distinguished level (Levels 3 or 4) for the End of Course (EOC) Georgia Milestone State Assessments by 3% each year. Targets were determined overall for each subject area.

		Baseline					
9th Lit. & Comp.	2015	Baseline 49% 2016	51% 2017	52% 2018	53% 2019	55% 2020	56% 2021
LCSS Scores	45%	49%					
American Lit. & Comp.	2015	Baseline 53% 2016	54% 2017	56% 2018	57% 2019	58% 2020	60% 2021
LCSS Scores	49%	53%					
Coordinate Algebra	2015	Baseline 56% 2016	57% 2017	59% 2018	60% 2019	61% 2020	62% 2021
LCSS Scores	46%	56%					
Analytic Geometry	2015	Baseline 50% 2016	52% 2017	53% 2018	54% 2019	56% 2020	57% 2021
LCSS Scores	39%	50%					
Biology	2015	Baseline 54% 2016	55% 2017	57% 2018	58% 2019	59% 2020	60% 2021
LCSS Scores	42%	54%					
Physical Science	2015	Baseline 37% 2016	39% 2017	41% 2018	43% 2019	44% 2020	46% 2021
LCSS Scores	37%	37%					
US History	2015	Baseline 51% 2016	52% 2017	54% 2018	55% 2019	57% 2020	58% 2021
LCSS Scores	53%	51%					
Economics	2015	Baseline 51% 2016	52% 2017	54% 2018	55% 2019	57% 2020	58% 2021
LCSS Scores	47%	51%					

Table 2-A: Meet targets for all grades and subjects at the developing, proficient or distinguished level (Levels 2, 3, and 4) for the End of Grade (EOG) Georgia Milestone State Assessments. Performance flags are based on state determined targets.

Grade 3-8 ELA	60.3% 2015	Baseline 63.6% 2016	66.9% 2017	70.2% 2018	73.5% 2018	76.8% 2020	80.1% 2021
Grade 3	80%	82%					
Grade 4	77%	85%					
Grade 5	77%	83%					
Grade 6	76%	74%					
Grade 7	81%	81%					
Grade 8	82%	87%					
Grade 3-8 Mathematics	63.8% 2015	Baseline 66.8% 2016	69.8% 2017	72.8% 2018	75.8% 2018	78.8% 2020	81.8% 2021
Grade 3	92%	95%					
Grade 4	88%	90%					
Grade 5	85%	88%					
Grade 6	88%	89%					
Grade 7	71%	88%					
Grade 8	78%	88%					

Grade 3-8 Science	57.4% 2015	Baseline 61.0% 2016	64.6% 2017	68.2% 2018	71.8% 2018	75.4% 2020	79.0% 2021
Grade 3	85%	91%					
Grade 4	75%	87%					
Grade 5	72%	78%					
Grade 6	75%	77%					
Grade 7	66%	73%					
Grade 8	60%	53%					
Grade 3-8 Social Studies	59.7% 2015	Baseline 63.1% 2016	66.5% 2017	69. %9 2018	73.3% 2018	76.7% 2020	80.1% 2021
Grade 3	85%	89%					
Grade 4	78%	84%					
Grade 5	80%	85%					
Grade 6	78%	81%					
Grade 7	74%	79%					
Grade 8	72%	73%					

Table 2-B: Meet targets for all grades and subjects at the developing, proficient or distinguished level (Levels 2, 3, and 4) for the End of Course (EOC) Georgia Milestone State Assessments. Performance flags are based on these targets.

9th Lit. & Comp.	61.5% 2015	Baseline 64.7% 2016	67.9% 2017	71.1% 2018	74.3% 2018	77.5% 2020	80.7% 2021
LCSS Scores	87%	87%					
American Lit. & Comp.	59.0% 2015	Baseline 62.4% 2016	65.8% 2017	69.2% 2018	72.6% 2018	76.0% 2020	79.4% 2021
LCSS Scores	88%	84%					
Coordinate Algebra	56.4% 2015	Baseline 60.0% 2016	66.6% 2017	67. 2% 2018	70.8 % 2018	74.4% 2020	78.0% 2021
LCSS Scores	83%	90%					
Analytic Geometry	55.6% 2015	Baseline 59.3% 2016	63.0% 2017	66.7% 2018	70.4% 2018	74.1% 2020	77.8% 2021
LCSS Scores	82%	85%					
Biology	56.6% 2015	Baseline 60.2% 2016	63.8% 2017	67.4% 2018	71.0% 2018	74.6% 2020	78.2% 2021
LCSS Scores	72%	80%					
Physical Science	50.1% 2015	Baseline 54.3% 2016	58.5% 2017	62.7% 2018	66.9% 2018	71.1% 2020	75.3% 2021
LCSS Scores	77%	71%					

	61.6% 2015	Baseline 64.8% 2016	68.0% 2017	71.2% 2018	74.4% 2018	77.6% 2020	80.8% 2021
US History							
LCSS Scores	86%	82%					
Economics	58.3% 2015	Baseline 61.8% 2016	65.3% 2017	68.8% 2018	72.3% 2018	75.8% 2020	79.3% 2021
LCSS Scores	81%	86%					

Table 3-A: Increase the % of students scoring at Distinguished Level (Level 4) on Georgia Milestones EOG by 3% each year.

ELA Distinguished % by Grade	2015	Baseline 8% 2016	11% 2017	13% 2018	16% 2019	19% 2020	21% 2021
Third Grade	9%	13%					
Fourth Grade	7%	5%					
Fifth Grade	6%	4%					
Sixth Grade	7%	6%					
Seventh Grade	10%	8%					
Eighth Grade	10%	10%					
Math EOG Distinguished % by Grade	2015	Baseline 12% 2016	15% 2017	17% 2018	20% 2019	22% 2020	24% 2021
Third Grade	8%	13%					
Fourth Grade	7%	10%					
Fifth Grade	12%	11%					
Sixth Grade	10%	13%					
Seventh Grade	12%	17%					
Eighth Grade	9%	8%					

Science EOG Distinguished % by Grade	2015	Baseline 9% 2016	12% 2017	14% 2018	17% 2019	19% 2020	22% 2021
Third Grade	11%	13%					
Fourth Grade	6%	12%					
Fifth Grade	6%	10%					
Sixth Grade	6%	8%					
Seventh Grade	9%	8%					
Eighth Grade	3%	0%					
Social Studies EOG Distinguished % by Grade	2015	Baseline 13% 2016	16% 2017	18% 2018	21% 2019	23% 2020	25% 2021
Third Grade	9%	15%					
Fourth Grade	7%	13%					
Fifth Grade	6%	11%					
Sixth Grade	11%	16%					
Seventh Grade	11%	10%					
Eighth Grade	5%	10%					

Table 3-B: Increase the % of students scoring at Distinguished Level (Level 4) on Georgia Milestones EOC by 3% each year.

9th Lit	2015	Baseline 2016	8% 2017	8% 2018	9% 2019	9% 2020	9% 2021
	6%	8%					
11th Lit	2015	2016	12% 2017	13% 2018	13% 2019	14% 2020	14% 2021
	8%	12%					
Coordinate Alg.	2015	2016	6% 2017	6% 2018	7% 2019	7% 2020	7% 2021
	3%	6%					
Analytical Geom.	2015	2016	6% 2017	6% 2018	7% 2019	7% 2020	7% 2021
	8%	6%					
Biology	2015	2016	12% 2017	1% 2018	13% 2019	14% 2020	14% 2021
	13%	12%					
Physical Science	2015	2016	10% 2017	11% 2018	11% 2019	11% 2020	12% 2021
	9%	10%					
US History	2015	2016	2017	2018	2019	2020	2021
	12%	9%					
Economics	2015	2016	2017	2018	2019	2020	2021
	9%	14%					

Table 4: Increase the four-year graduation rate average for Lee County High School based on state determined targets.

		Baseline					
4- Year Grad Rate	78.8% 2015	80.6% 2016	82.4% 2017	84.2% 2018	86.0% 2019	87.8% 2020	89.6% 2021
LCSS Grad Rate	85.37%	89.6%					

Table 5: Increase the 5 Year Graduation Rate: System Yearly Average by 3% each year.

5- Year Grad Rate	Baseline 2015	82.5% 2016	84.9% 2017	87.5% 2018	90.1% 2019	92.8% 2020	95.6% 2021
LCSS Grad Rate	80.05%	87.1%					

Table 6: Increase by 3% the number of students missing fewer than 6 days each year.

		Baseline	63.73%	65.64%	67.60%	69.63%	71.72%
School Level	2015	2016	2017	2018	2019	2020	2021
Primary School	54.98%	61.88%					
School Level	2015	Baseline 2016	66.57% 2017	68.57% 2018	70.62% 2019	72.74% 2020	74.92% 2021
Elementary School	58.96%	64.63%					
School Level	2015	Baseline 2016	60.18% 2017	61.99% 2018	63.85% 2019	65.76% 2020	67.74% 2021
Middle School	54.23%	58.43%					
School Level	2015	Baseline 2016	59.82% 2017	61.62% 2018	63.47% 2019	65.37% 2020	67.33% 2021
High School	59.18%	58.08%					

Table 7: Decrease the # of OSS resolutions by 3% each year.

LCSS		2015	Baseline 2016	353 2017	342 2018	332 2019	322 2020	313 2021
# of OSS resolutions	375		364					
Kinchafoonee Primary School		2015	Baseline 2016	6 2017	5 2018	5 2019	4 2020	4 2021
# of OSS resolutions	7		6					
Lee County Primary School		2015	Baseline 2016	2 2017	1 2018	1 2019	1 2020	1 2021
# of OSS resolutions	2		2					
Lee County Elementary School		2015	Baseline 2016	8 2017	8 2018	7 2019	7 2020	7 2021
# of OSS resolutions	17		8					
Twin Oaks Elementary School		2015	Baseline 2016	10 2017	9 2018	9 2019	9 2020	9 2021
# of OSS resolutions	14		10					
Lee County Middle School East Campus		2015	Baseline 2016	75 2017	72 2018	70 2019	68 2020	66 2021
# of OSS resolutions	111		77					

Lee County Middle School West Campus	2015	Baseline 2016	104 2017	101 2018	98 2019	95 2020	92 2021
# of OSS resolutions	76	107					
9th Grade Campus	2015	Baseline 2016	38 2017	37 2018	36 2019	35 2020	33 2021
# of OSS resolutions	53	39					
Lee County High School	2015	Baseline 2016	112 2017	108 2018	105 2019	102 2020	99 2021
# of OSS resolutions	115	115					

Table 8: Increase students achieving Lexile Targets at Elementary, Middle and High School Levels by 3% each year based on Georgia Milestones.

Grade Level	2016 Baseline	2017 Target/Actual		2018 Target/Actual		2019 Target/Actual		2020 Target/Actual		2021 Target/Actual	
Third Grade (650+)	58.00%	59.74%		61.53%		63.38%		65.28%		67.24%	
Fourth Grade (750+)	69.00%	71.07%		73.20%		75.40%		77.66%		79.99%	
Fifth Grade (850+)	69.00%	71.07%		73.20%		75.40%		77.66%		79.99%	
Sixth Grade (970+)	50.25%	51.76%		53.31%		54.91%		56.56%		58.25%	
Seventh Grade (1010+)	73.90%	76.12%		78.40%		80.75%		83.18%		85.67%	
Eighth Grade (1050+)	78.00%	80.34%		82.75%		85.23%		87.79%		90.42%	
Ninth Grade (1260+)	53.00%	54.59%		56.23%		57.91%		59.65%		61.44%	
Eleventh Grade (1275+)	69.25%	71.33%		73.47%		75.67%		77.94%		80.28%	

Table 9: Increase the % of students scoring within or above grade level Lexile band or above as determined by the IStation screener in grades 1-9 by 3% each year.

Lexile Scores based on ISTATION	Baseline 2016	2017 Target/Actual		2018 Target/Actual		2019 Target/Actual		2020 Target/Actual		2021 Target/Actual	
First Grade(190+)	52%	53.6%		55.2%		56.8%		58.5%		60.3%	
Second Grade (420+)	53%	54.6%		56.2%		57.9%		59.7%		61.4%	
Third Grade (520+)	59%	60.8%		62.6%		64.5%		66.4%		68.4%	
Fourth Grade (740+)	42%	43.3%		44.6%		45.9%		47.3%		48.7%	
Fifth Grade (835+)	38%	39.1%		40.3%		41.5%		42.8%		44.1%	
Sixth Grade(925+)	47%	48.4%		49.9%		51.4%		52.9%		54.5%	
Seventh Grade(970+)	55%	56.9%		58.6%		60.4%		62.2%		64.0%	
Eighth Grade (1010+)	62%	63.5%		65.4%		67.4%		69.4%		71.5%	

Table 10-A: Increase the % of students scoring "Grade Level or Above" for Reading Status of Georgia Milestones by 3% each year.

Grade Level or Above for Reading Status	2015	Baseline 2016	2017 Target/Actual		2018 Target/Actual		2019 Target/Actual		2020 Target/Actual		2021 Target/Actual	
Third Grade	78%	83%	85%		88%		91%		93%		96%	
Fourth Grade	65%	69%	71%		73%		75%		78%		80%	
Fifth Grade	67%	73%	75%		77%		80%		82%		85%	
Sixth Grade	66%	64%	66%		68%		70%		72%		74%	
Seventh Grade	79%	80%	82%		85%		87%		90%		93%	
Eighth Grade	76%	82%	84%		87%		90%		92%		95%	
Ninth Grade	83%	79%	81%		84%		86%		89%		92%	
Eleventh Grade	82%	80%	82%		85%		87%		90%		93%	

Table 10-B: Increase the % of students scoring "Grade Level or Above" on Reading Status of Georgia Milestones by 3% each year for EIP and Title Classes in Grades 4-8 by 3% each year.

Grade Level or Above on Reading For Reading Status EIP/Title	Baseline 2016	2017 Target/Actual		2018 Target/Actual		2019 Target/Actual		2020 Target/Actual		2021 Target/Actual	
Third Grade EIP	49.1%	50.5%		52.0%		53.6%		55.2%		56.9%	
Fourth Grade EIP	28.8%	29.6%		30.5%		31.4%		32.4%		33.3%	
Fifth Grade EIP	42.9%	44.1%		45.5%		46.8%		48.2%		49.7%	
Sixth Grade Title	28.4%	29.3%		30.1%		31.0%		32.0%		32.9%	
Seventh Grade Title	70.5%	72.6%		74.8%		77.0%		79.3%		81.7%	
Eighth Grade Title	84.2%	86.7%		89.3%		92.0%		94.8%		97.6%	

Table 11: Increase by 3% Elementary School Student Growth Percentiles 35 or higher in all content areas each year.

Subject	2015 Baseline	2016 Target/Actual		2017 Target/Actual		2018 Target/Actual		2019 Target/Actual		2020 Target/Actual		2021 Target/Actual	
ELA	56.4%	58.1%		59.9%		61.7%		63.5%		65.4%		67.4%	
Mathematics	64.0%	65.9%		67.9%		69.9%		72.0%		74.2%		76.4%	
Science	61.3%	63.1%		65.0%		67.0%		69.0%		71.1%		73.2%	
Social Studies	64.0%	66.0%		67.9%		70.0%		72.1%		74.2%		76.5%	

Table 12: Increase by 3% Middle School Student Growth Percentiles 35 or higher in all content areas each year.

Subject	2015 Baseline	2016 Target/Actual		2017 Target/Actual		2018 Target/Actual		2019 Target/Actual		2020 Target/Actual		2021 Target/Actual	
ELA	68.3%	70.3%		72.5%		74.6%		76.9%		79.2%		81.6%	
Mathematics	65.2%	67.2%		69.2%		71.2%		73.4%		75.6%		77.9%	
Science	58.4%	60.2%		60.2%		63.8%		65.7%		67.7%		69.7%	
Social Studies	61.3%	63.01%		63.1%		67.0%		69.0%		71.1%		73.2%	

Table 13: Increase by 3% or to 100% High School Student Growth Percentiles 35 or higher in all content areas each year.

Subject	2015 Baseline	2016 Target/Actual		2017 Target/Actual		2018 Target/Actual		2019 Target/Actual		2020 Target/Actual		2021 Target/Actual	
9th Lit & Comp. and Amer. Lit and Comp.	77.94%	80.2%		82.6%		85.1%		87.7%		90.3%		93.0%	
Coordinate Algebra & Analytical Geometry	84.91%	87.4%		90.1%		92.8%		95.6%		98.4%		100%	
Biology & Physical Science	73.64%	75.8%		78.1%		80.4%		82.8%		85.3%		87.9%	
US History & Economics	80.69%	83.1%		85.6%		88.2%		90.8%		93.6%		96.4%	

Table 14: Increase each year by 3% of the gap between previous year score and 100.

School Level	2015 Baseline	2016 Target/Actual		2017 Target/Actual		2018 Target/Actual		2019 Target/Actual		2020 Target/Actual		2021 Target/Actual	
Elementary	73.6	75.8		75.2		75.9		76.6		77.3		78.0	
Middle	74.5	76.7		76.0		76.7		77.4		78.1		78.8	
High	88.0	90.6		88.7		89.0		89.4		89.7		90.0	
District	79.2	81.6		80.4		81.0		81.6		82.1		82.7	

Table 15: Increase SAT Scores by 8 points each year.

SAT 3-year Trend Data	2014	2015	2016 Baseline	1441 2017	1449 2018	1457 2019	1465 2020	1473 2021
National Average	1497	1490	1484					
State Average	1445	1450	1459					
LCSS Average	1413	1409	1433					

Table 16: Increase ACT Scores by 2% each year.

ACT 3-year Trend Data	2014	2015	2016 Baseline	21.0 2017	21.4 2018	21.9 2019	22.3 2020	22.7 2021
National Average	21	21	20.8					
State Average	20.8	21	21.1					
LCSS Total	22.2	20.2	20.6					

Table 17: Increase by 2% of students scoring a 3 or better on AP Exams.

AP Trend Data	2015	2016 Baseline	52.49% 2017	53.54% 2018	54.61% 2019	55.70% 2020	56.81% 2021
% of Students Scoring a 3 or Higher on AP Exams w/ # students tested in ()	49.12% (511)	50.45% (444)					

Table 18: Increase the number of students completing the TLC LEAP program by 2 students each year.

TLC LEAP	2015	Baseline 2016	2017	2018	2019	2020	2021
# of students successful	0	2	4	6	8	10	12

Table 19: Increase the number of students successful in TLC 8.5 program by 2 students each year.

TLC 8.5 Successful	2015	Baseline 2016	2017	2018	2019	2020	2021
# of students	8	10	12	14	16	18	20

Table 20: Increase the number of students successful in night school with an 80% completion rate by 2% each year.

Night School Success Rate at 80%	2015	Baseline 2016	2017	2018	2019	2020	2021
% of students	55	56	57	58	59	60	61

Table 21: Increase the number of students participating in MOWR courses by 3% each year.

MOWR Participants	2015	2016	115 2017	119 2018	122 2019	126 2020	130 2021
# of students taking MOWR courses	52 (219 courses)	112 (411 courses)					

Table 22: Maintain or increase the passing rate at or above 95% for students taking MOWR courses each year.

MOWR Passing Rate at 95%	2015	Baseline 95% 2016	95% 2017	95% 2018	95% 2019	95% 2020	95% 2021
% of students	100%	98%					

Table 23: Increase the number of students passing the End of Pathway Assessments (EOPA) by 3% each year.

End of Pathway Assessments	2015	Baseline 2016	78% 2017	81% 2018	83% 2019	86% 2020	88% 2021
% of students passing EOPA	77%	76%					

Table 24: Increase the number of CTAE Pathway completers by 3% each year.

CTAE Pathway Completers	2015	Baseline 2016	235 2017	242 2018	249 2019	257 2020	264 2021
# of students	208	228					

Table 25: Increase to 100% of students in grades 1-8 completing the identified number of Career Awareness Inventories/lessons/plans.

Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters	Baseline 2015	100% 2016	100% 2017	100% 2018	100% 2019	100% 2020	1005 2021
Elementary	99.73%	99.5%					
Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8	Baseline 2015	100% 2016	100% 2017	100% 2018	100% 2019	100% 2020	100% 2021
Middle School	94.86%	99.6%					

Table 26: Increase % of K-8 English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs by 3%.

% of EL with Grade Band Movement	2015	Baseline 2016	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021
Elementary	NA	NA					
Middle	NA	52.9%	54.5%				
High School	NA	NA					

Table 27: Increase the % of students scoring 70% or better on the ILearn end of year diagnostic at grades 1-9 by 3% each year.

Ilearn Universal Screener	Baseline 2016	2017 Target/Actual		2018 Target/Actual		2019 Target/Actual		2020 Target/Actual		2021 Target/Actual	
First Grade	69.0%	71.1%		73.2%		75.4%		77.7%		80.0%	
Second Grade	83.0%	85.5%		88.1%		90.7%		93.4%		96.2%	
Third Grade	75.2%	77.5%		79.8%		82.2%		84.6%		87.2%	
Fourth Grade	53.8%	55.4%		57.1%		58.8%		60.6%		62.4%	
Fifth Grade	47.6%	49.0%		50.5%		52.0%		53.6%		55.2%	
Sixth Grade*	NA	######		#####		######		######		######	
Seventh Grade*	NA	######		#####		######		######		######	
Eighth Grade*	NA	######		#####		######		######		######	
9th Grade MS*	NA	######		#####		######		######		######	

- These schools are using the iLearn Diagnostic for first time with all students in 16-17. Baseline will be from end of this school year. Other schools baseline was based on end of 15-16 school year diagnostic.

Table 28: Increase the % of students scoring at the Tier 1 level for overall reading as determined by IStation by 3% each year.

Istation Overall Reading Scores	Baseline 2016	2017 Target/Actual		2018 Target/Actual		2019 Target/Actual		2020 Target/Actual		2021 Target/Actual	
Pre-K	50%	51.5%		53.0%		54.6%		56.3%		58.0%	
Kindergarten	60%	61.8%		63.7%		65.6%		67.5%		69.6%	
First Grade	59%	60.8%		62.6%		64.5%		66.4%		68.4%	
Second Grade	56%	57.7%		59.4%		61.2%		63.0%		64.9%	

Table 29: Increase the % of students scoring at the meet or exceeds level by 2% each year for GKIDS.

Georgia Kindergarten Inventory of Developing Skills (GKIDS)	2015	Baseline 2016	86% 2017	88% 2018	91% 2019	94% 2020	96% 2021
ELA	85%	84%					

Georgia Kindergarten Inventory of Developing Skills (GKIDS)	2015	Baseline 2016	92% 2017	94% 2018	96% 2019	97% 2020	99% 2021
Math	91%	90%					

Table 30: Increase the points earned for Achievement Gap within CCRPI by 3% each year at all levels.

Achievement Gap	Baseline 2015	2016 Target/Actual		2017 Target/Actual		2018 Target/Actual		2019 Target/Actual		2020 Target/Actual		2021 Target/Actual	
Elementary Level	5	5.15		5.3		5.5		5.6		5.8		6.0	
Middle School	6.7	6.901		7.1		7.3		7.5		7.8		8.0	
High School	7.5	7.725		8.0		8.2		8.4		8.7		9.0	

Table 31: Increase the % of first-time ninth grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at Developing Learner or above on all required Georgia Milestones EOCs by 3% each year.

% of 1st time 9th Graders w/ disabilities earning 3 Carnegie Units in 3 core content areas and scoring D/P/Dist	Baseline 2015	35.93% 2016	37.00% 2017	38.11% 2018	39.26% 2019	40.44% 2020	41.65% 2021
% of Students	34.88%	38.89%					

Table 32: Increase the % of first-time ninth grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies) and scoring at Proficient Learner or above on all required Georgia Milestones EOCs by 3% each year. This is for exceeding the bar points. Students would be able to obtain this if taking HS credit in 8th grade.

% of 1st time 9th Graders earning 4 Carnegie Units in 4 core content areas and scoring P/Dist.	Baseline 2015	4.27% 2016	4.40% 2017	4.53% 2018	4.67% 2019	4.81% 2020	4.954% 2021
% of Students	4.15%	4.13%					

Table 33: Increase % of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams by 3% each year.

% of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams	Baseline 2015	60.19% 2016	62.00% 2017	63.86% 2018	65.77% 2019	67.75% 2020	69.378% 2021
% of Students	58.44%	61.49%					

SMART GOAL 2: By 2021, all LCSS schools will show improvement on CCRPI by +3 points using the 2015-2016 CCRPI data as the baseline data for improvement.

Georgia District Performance Standards	Action/Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding, Source, and/or Resources
		Artifacts	**Evidence**		
Learning and Teaching • LT1- Learning and Teaching: Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards. **(GVP4.1)** • LT2-Learning and Teaching: Develops and communicates common expectations for curriculum, instruction, and assessment practices across all schools. • LT3: Learning and Teaching: Guides, supports, and evaluates the	**Make clear what is meant by high expectations for all students and teachers.** • Maintain a sense of urgency by leading school administrators in the use of relevant data (GLISI) • Use universal screeners and benchmark data/common assessments to revise and inform instruction. **Provide professional learning as needed to support programs and strategies.** • Professional Development in the area of implementing Literacy into non-ELA subjects to increase Lexile scores for all students as determined by GA Milestone data. • Hire instructional consultants to provide needed training for curriculum alignment and instructional strategies. • Hire Academic Instructional Coaches to help support the implementation of instructional strategies and help maintain alignment K-12. • Hire Instructional Supervisor for middle school level to help support the implementation of	CCRPI scores School Climate Ratings Data Teaming documentation at District, School and Instructional level Collaborative Planning documentation, from school meetings, vertical/horizontal meetings, and professional learning logs maintained by central office. Surveys of Professional Development to determine effectiveness and implementation of strategies.	**District Leaders Demonstrate:** Knowledge of a data driven process for improving student learning Understanding the systematic process for curriculum design with aligned instruction and assessment to the required standards **School Leaders Demonstrate:** Knowledge of implementation status for actions, strategies, and interventions in the school improvement plan	Weekly Collaborative Planning observations by School Leaders providing specific feedback to teachers regarding school improvement plan goals. Monthly school leadership meetings analyzing data reports from instructional teams concerning student progress in identified areas of improvement, noting especially those students in the lowest quartile/not meeting standards. Quarterly District Data Team meetings to analyze system data on system goals. Impact Check data from January/June meetings with each school.	LCSS Professional Development Funding for consultants and training as needed for District leaders, School leaders, and teachers. (GLISI, GACIS, GAETC etc.) $25,000 annually approx. General Funding for additional positions— • (2) K-12 Academic coaches ELA and Math (approx. $150,000) • RTI coordinator (approx. $75,000) • STEM/STEAM coordinator (approx.. $75,000) RESA consultants for training as determined through the annual needs assessment process.

implementation of curriculum, instruction, and assessments. • LT5: Learning and Teaching: Impact of professional learning on student learning. • **LT6-Learning and Teaching: Guides and Supports schools in selection and implementation of effective strategies, programs, and interventions to improve students learning. (GVP-4.2, 4.3, 4.4, 5.1)** **Leader, Teacher and Staff Effectiveness** • **LTSE5- Leader, Teacher and Staff Effectiveness: Organizes and provides personnel, expertise, and services to achieve district and individual school goals.** **Planning, Organizing, and Monitoring** • POM2: Planning, Organizing, and Monitoring: uses	instructional strategies and help maintain alignment 6-8. • Continue to maintain two Instructional Technology Specialists positions for advanced instructional technology professional development for teachers, to train students on technology purchased based upon system technology plan initiatives, and to help with implementation of STEM/STEAM/Robotics initiatives. • Hire STEM/STEAM Coordinator to align K-12. • Implement and train teachers on strategies for behavior to reduce discipline referrals and increase student motivation and accountability. (7 Mindsets) • Hire RTI Coordinator to monitor academic and behavior interventions and strategies • Streamline RTI protocols for monitoring of Tier 2 and Tier 3 interventions and strategies. • Continue to implement and monitor co-taught classrooms. • Determine process for evaluating professional development to determine effectiveness. **Implement mentoring program for SWD by assigning an adult mentor for SWD students failing more than one academic course a semester due to behavioral problems in the classroom grades 9-12.** **Monitor, provide feedback, and support the implementation of the following as it**	TKES observations Data System Observation Data from walkthroughs. ACCESS Data Staff messenger log for Portal resources shared by Title III coordinator. PBIS District Data IC Documentation of Tier 2 and 3 interventions and strategies.	Clear guidance and implementation of collaborative planning within the school and horizontal and vertical alignment K-12. **Teachers Demonstrate:** Understanding of the results of data findings and changes needed to impact student learning Awareness and internalization of what is expected in order to improve student achievement. **Students Demonstrate:** Knowledge of what they need to understand and be able to do to meet standards.	On-going training for leaders and teachers in the implementation of data analysis and its use in achieving actions and strategies. RTI Monitoring by System Coordinator for Academic and Behavior interventions and strategies.	General Funding—7 Mindsets $20,000 for implementation initially. Subsequent years-- $6000.00 approx. Title IIA funds for two Instructional Technology Specialists Title IIA funds for reimbursements for teachers to meet ESSA professional requirements as determined by system needs assessment. $150,000 annually approx. Title I funding to be used for specific instructional resources and/or training in the areas determined through the system needs assessment process. (IPASS, APEX, GRADPT, etc.) $700,000 approx. SPED funding to be used for specific instructional resources and/or training in the areas determined through the system needs assessment and SSIP. Title III funding to be us for ESOL training.

protocols and processes for problem solving and decision-making. • **POM3-Planning, Organizing, and Monitoring: Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives. (GVP-5.3)** **Governance** • **G4-Grants defined flexibility, based on results, to school leaders to address individual school needs to improve teaching and learning.**	**applies to the ESOL subgroup demonstrating annual progress in the English Language Acquisition and proficiency in English by**: • Conference training for ESOL teachers (GaTESOL, KSU Annual ESOL Conference) for best practices. • Training for all teachers, administrators, and support staff to provide overview and promote understanding of identification, eligibility, instruction, and assessment of ELs, Characteristics to consider stages of acquisition, levels of proficiency and links to Instruction. • Periodic collaboration sessions between ESOL specialists and general ed teachers of ELs (with parents and community agencies as appropriate). • ESOL-specific classroom strategies, application of the WIDA ELD standards in lessons and activities, integration of the WIDA ELD standards and the GSE through use of transformed MPIs, and differentiation strategies based on EL proficiency levels • Bi-weekly broadcast of tips and tools on the Infinite Campus District Message Portal for Questioning techniques, resources and interventions provided by the Title III Coordinator. **CTAE-Increase number of Industry certifications by three.**				

	Implement High Tech Program for 11th and 12th grade SWD at LCHS (Vocab Rehab) **Implement ASPIRE-self-advocacy determination program beginning in 6th grade SWD at middle school level and will expand other grades by 2021.**				

SMART GOAL 3: The LCSS Human Resource Department will update specific processes, policies/procedures by June 2018.

Georgia District Performance Standards	Action/Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding, Source, and/or Resources
		Artifacts	**Evidence**		
Planning, Organizing, and Monitoring • **POM3-Planning, Organizing, and Monitoring: Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.** **Governance** • G2: Governance: uses an established process to align policies, procedures, and practices with laws and regulations. **(GVP-7.4)** • G3-Governance: Communicates district policies and procedures in a timely manner to relevant audiences.	**Update application process to an online format.** **Revise/create Job Descriptions.** **Develop a process to provide earlier contracts to new employees and current employees.** **Maintain and update the New Teacher Induction Program.** • Provide training on LCSS policies/procedures. • Develop system level new teacher induction program. **Develop and maintain an annual Job Fair** **Develop and provide training on system wide rubrics for hiring new employees in all areas** **Develop evaluations for those not evaluated through TKES/LKES/CKES** **Update and maintain LCSS policies and procedures.** • Update existing policies to align with flexibility within	Online application program Reduction in opening at beginning of school year. New Teacher Induction program System wide rubrics for hiring of employees. Developed evaluations for employees not evaluated by TKES/LKES/CKES. A 3 year System Technology Plan.	**District Leaders Demonstrate:** Knowledge of planning, organizing, and monitoring of district determined processes for improving student learning. **School Leaders Demonstrate:** Understanding of hiring process, developed evaluation tools, and policies and procedures. **Teachers Demonstrate:** Knowledge of evaluation tools, system procedures and protocols. **Students Demonstrate:**	Quarterly District Data Team meetings to analyze system data on actions/strategies. Documentation of training and usage of: • Online application process • System wide rubrics for hiring • Evaluation tools for employees not evaluated by TKES/LKES/CKES • Documentation of updated policies and procedures • System Technology Plan	General Funding for online application program-$10,000 approx. Technology budgeted annually at system level

• **G4-Grants defined flexibility, based on results, to school leaders to address individual school needs to improve teaching and learning. (GVP-9.4)** **Leader, Teacher, Staff Effectiveness** • LTSE1-Leaders, Teachers and Staff: Processes to recruit, hire, and retain highly effective staff. **(GVP-6.1, 6.2, 6.3)** • LTSE4-Leaders, teachers and Staff: Defines responsibilities, skills sets, and expectations of leaders at all levels of the district to improve student learning and staff performance. **(GVP-6.5)** • **LTSE5- Leader, Teacher and Staff Effectiveness: Organizes and provides personnel, expertise, and services to achieve district and individual school goals (GVP 5.2)**	strategic waiver and to align with SBOE rules not waived. • Align LCSS protocols and procedures in the following areas: handbooks, emergency preparedness plans, facility usage, extra-curricular/athletics, and internal controls. **Update and Maintain System Technology Plan to align with determined needs from annual needs assessment.** • Determine a committee representing system to prioritize needs including the consideration of 1:1 technology. • Within Tech Plan increase available assistive technology tools/devices and monitor success of current AT tools/devices with training provided by technology specialist.		Understanding of policies and procedures that directly affect student learning and behavior.		

SMART GOAL 4: The budget preparation and development procedures will reflect a pragmatic, transparent and fiscally sound process by March 2017.

Georgia District Performance Standards	Action/Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding, Source, and/or Resources
		Artifacts	**Evidence**		
Planning, Organizing, and Monitoring • POM 2- Planning, Organizing, Monitoring: Uses protocols and processes for problem solving, decision-making, and removing barriers. **Allocation and Management of Resources** • AMR1-Alloction and Management of Resources: Clearly defined, collaborative data-driven budget process**. (GVP-9.3)** • AMR2-Alloction and Management of Resources: Use of time, materials, equipment, and fiscal resources. • **AMR4-Alloction and Management of**	**Develop process for providing school leaders with annual allotments for Instruction, Professional Development and Media Center by May of each year.** **Provide Training for school leaders on budget allocation in order to provide transparency on spending correlated to the Strategic Plan.** **Update Purchase Order process to an online format.** **Determine class size, specifically the maximum number of students and work towards decrease class size.**	Annual School level allotments for Instruction, Professional Development, and Media Centers. Addition of positions due to reduction in class size. Online Purchase order program.	**District Leaders Demonstrate:** Knowledge of management and allocation of funding as determined by strategic plan for improving students learning. **School Leaders Demonstrate:** Understanding of budget allocations and use of funding as it relates to the strategic plan. **Teachers Demonstrate:** Understanding of budget decisions as it relates to the Strategic Plan.	Budget training documentation through agendas at Principal Meetings, Superintendent Advisory Meetings, and School Meetings. Documentation within budget of alignment to annual needs assessment and strategic plan.	Online Purchase Order program. $10,000

Resources: Provides, coordinates, and monitors student support systems and services **Leader, Teacher and Staff Effectiveness** • **LTSE5- Leader, Teacher and Staff Effectiveness: Organizes and provides personnel, expertise, and services to achieve district and individual school goals**					

SMART GOAL 5: By 2021, increase opportunities for families and community members to have feedback and problem-solving opportunities within the school district.

Georgia District Performance Standards	Action/Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding, Source, and/or Resources
		Artifacts	Evidence		
Family and Community Engagement • **FCE3-Family and Community Engagement: Ensures that families and community members have feedback and problem-solving opportunities throughout the district. (GVP-2.1, 5.4, 8.2))**	**Implement a LCSS Facebook page.** **Maintain and update the LCSS main webpage.** **Ensure each school provides opportunities for parent and community engagement:** • Annual Open House • Parent Engagement Activities-# will be set • Parent Conferences-SWD will hold parent conferences 8-12 with students that have failed more than one academic class for the semester and develop further interventions and/or strategies to remediate weaknesses. • Social Media communication though School Webpage, Facebook Page and Twitter Account-one required for each school. • School Council Meetings-4 per year	Updates on Facebook Page. Updates from Twitter accounts Updated School webpage Minutes and Sign In sheets from School Council Meetings Balanced scorecard updated and posted on website Sign in Sheets from Town Hall Meetings Sign in sheets from School	**District Leaders Demonstrate:** Knowledge of planning, organizing, and monitoring of district determined processes for improving family and community engagement. **School Leaders Demonstrate:** Knowledge of implementation status for actions for increasing family and community engagement. **Teachers Demonstrate:** Awareness and internalization of what is expected in order to improve family and community engagement.	Quarterly District Data Team meetings to analyze parent and community engagement opportunities. Documentation of parent conferences in contact logs within student information system. (IC)	General Funding approx. $15,000 for online documents for first year—subsequent years $12,000

| | Develop and maintain a Balanced Scorecard
• Each school level will help develop and maintain a balanced scorecard.
• LCSS Board of Education will use the balanced scorecard in making board decisions.

Increase collaboration with post-secondary agencies (Easter Seals, Vocational rehabilitation)

Implementation of Community Conversations
• The Superintendent will hold annually for parents to give feedback and to help problem solve on current issues.

Develop Online Documents for Beginning of School Year within Student Information System

Create Parent Pamphlet for all system | open house and parent conferences

Sign sheets from Parent Engagement Nights

Online forms for beginning of school year | Parents/Community Demonstrate:
Knowledge of opportunities for parent and community engagement. | | |

The Balanced Scorecard will include tables from SMART GOAL 1 and all areas to be monitored for SMART GOALS 2-5.

Process for Reviewing and Updating the District Plan

- The District Strategic Plan will be updated annually. Target tables for performance will be reviewed and target performance data may be amended based on actual scores. The Balanced Scorecard will reflect all charts from SMART GOAL 1 and all areas that need to be monitored based on SMART GOALS 2-5.
- The Strategic Plan will be reviewed by the District Level Core Team quarterly, using the following:
    - Attendance
    - OSS resolutions
    - Common Assessment Data
    - Grad Rate—How many are passing each 9 weeks. SWD will also be monitored to determine students that are not on track per the SSIP action steps.
    - Monitor SWD codes and check for accuracy before sign off on student record.
    - Special Ed Department will meet monthly to disaggregate and analyze SPED data for students working towards IEP goals.
    - Special Education Department will ensure enrollment of SWD students in appropriate classes.
- Annually, strategies, actions, interventions, initiatives and programs will be addressed, making necessary changes based on student performance and surveys.
- School level School Leadership Teams will be progress monitored by the District via impact checks and data teaming as follows.

Impact Checks and Data Teaming

Each school will determine action steps for the goals in their specific School Improvement Plan (SIP) through a root cause analysis (Fishbone, 5 Whys). Each SIP should not have more than 3-4 goals for the school year. Goals within each school plan will be tied to the goals of the Strategic Plan. The Data Teaming Process of analyzing pre and post common formative assessments (CFAs) will revolve **at a minimum** around the strategies implemented for the goals. It may be there are other areas of concern the School Leadership Team identifies as needs as well for a school. If so, the data teaming process should be used to gather evidence.

During **August, September and October** each school will conduct Leadership Team/Impact Check meetings once a month at a minimum. During these meetings, different members of the team should be responsible for collecting and reporting out data for the area each is responsible for within the plan. During pre-planning/August, Leadership Teams will

perform root cause analyses of goals. Strategies will be implemented during September and October. **Adjustments may need to be made during implementation as the school SIP is a living document guiding decision making within the school**.

The members of the Leadership Team representing and responsible for each area will be responsible for sharing at the November/December and April/May Impact Checks. By doing so, members of the Leadership Team will help with the monitoring/collecting/analysis of data during the August-October and February-March time frames.

November-School Level Impact Check for ELA/MATH/CTAE-as this applies. At a minimum, the Curriculum Director will attend these meetings at each school level.

December-School Level Impact Check for Science/Social Studies/For. Lang/PE-as this applies. At a minimum, the Curriculum Director will attend these meetings at each school level.

January/June-District Level Impact Checks led by the Superintendent. Each school leadership team will present their data/findings for goals to the District personnel. The focus of the check will be on the goals/evidence/adjustments moving forward. Discussion will revolve around what is working/what is not working/what district support is needed to move forward.

February/March-Course Corrections. Based on the District Impact Checks, schools will make course corrections and move forward with implementation of action steps/strategies. By doing so, the school will not be waiting until next year to fix what is not working midyear.

April-School Level Impact Check for ELA/MATH/CTAE-as this applies. At a minimum, the Curriculum Director will attend these meetings at each school level.

May-School Level Impact Check for Science/Social Studies/For. Lang/PE-as this applies. At a minimum, the Curriculum Director will attend these meetings at each school level.

Late May/EarlyJune-District Level Impact Checks led by the Superintendent.

Based upon data obtained from the impact checks, the Strategic Plan may be updated.