



Comprehensive Needs Assessment 2022 - 2023 School Report



Lee County
Lee High School 9th Grade Campus

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Teacher/PBIS /Social St Chair	Regeana King
Team Member # 2	Teacher/ Special Ed SC Chair	Donielle Powell
Team Member # 3	Teacher/Dept chair English	Ashley Tucker
Team Member # 4	Teacher/Dept. Chair Sp. Edl	Ellen Melcher
Team Member # 5	Media Specialist	Pat Edwards
Team Member # 6	Teacher/Dept Chair Math	Marcia Lane
Team Member # 7	Teacher/ Dept Chair fine arts/ CTAE/PE	Courtney Greenway

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Teacher	Donielle Powell
Team Member # 2	Assistant Principal	Trey Haynes
Team Member # 3	Principal	Ginger Lawrence
Team Member # 4	Dept chair/science	Chancee Goodson
Team Member # 5	Dept chair/PE/health	Christina Rice
Team Member # 6	Counselor	Melissa Royals
Team Member # 7	School Council member/parent	MK Fabrizio
Team Member # 8	School Council member/Business	Ruthie Garner
Team Member # 9	School Council member/Business/parent	Brooke Hall
Team Member # 10	Paraprofessional	Amy Duckworth

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent/school paraprofessional	MK Fabrizio
Stakeholder # 2	Parent	Lindsey Brideges
Stakeholder # 3	Parent	Jacqueline Andrews
Stakeholder # 4	Parent/teacher leader	Allison Douglas
Stakeholder # 5	Community member/Family connections	Ruthie Garner
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders are given copies of the current SIP. In small group meetings, we talked through the different components and they could give in put at that time or contact us later with questions or ideas. Current student data was also shared with them to review , critique, and give feedback on. They were allowed to take the SIP with them to review at their leisure so they could give feedback at the next meeting, or could call or email with questions or concerns between meet times.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
2. Operational	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
3. Emerging	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
4. Not Evident	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
2. Operational	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	<p>The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.</p> <p>Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.</p>	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	<p>Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.</p> <p>Structures are continuously monitored for reliable and interactive communication.</p>	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
2. Operational	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>We looked at surveys that were administered throughout the year both to parents as well as to the faculty. We also collected feedback from parents at School Council meetings, Title 1 nights and PTO meetings.</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>In looking at the parent surveys, it was apparent that parents believe we provide a well rounded education for their students in a positive, clean and safe learning environment. They believe that we support students through our strong personnel and are very supportive of the efforts of LCHS 9 in general. One area that stood out when reviewing the health survey and internal survey data was in regards to student respect for each other. They indicated that they feel respected by adults in the building, but not by each other. The discipline data supports this due to the number of fights we have had this year and other verbal altercations that required adult intervention.</p>
<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>We used MTSS data for those students who are in tier 2 or 3 of the MTSS process. We also reviewed the PBIS discipline data, math remediation data, after school program data, failure data, math support data from IXL & Delta math, reading support data from ReadingPlus, and performance data from students who participated in the Saturday School program. We reviewed data through out School Council, PBIS meetings, MTSS meetings, leadership, faculty and PLC meetings.</p>
<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>While we did have some success with expanded academic opportunities for students, the same students seemed to continue to struggle across the content areas. Finding time during the day to remediate, reteach and reassess was difficult under the current schedule. Two years ago, we added an additional day of PRIDE time that was devoted to academics (Tuesday). This did provide us with additional time during the week for credit repair, remediation, make up work, MTSS data collection, etc. Drilling down to the student level even more, the students who are not making adequate progress to meet our achievement goals, are the same students who have historically struggled (Ec. Disadvantaged, SWD). Having specific remediation sessions during PRIDE</p>

	and Saturday school with a special education teacher or specific content teachers, did make the remediation and Saturday school process more successful with this population. We also think that creating a different schedule with one longer PRIDE time on one day would allow teachers more time to do intense remediation with students.
What achievement data did you use?	We looked at student grade reports at the progress report and report card points, IXL reports, Delta math reports, common assessment data, final course averages, amath and areading screeners , Reading Plus reports, 2021 EOC score reports and ACCESS scores. In addition, a master failure report was maintained by administration to collect and analyze student failing grades, all remediation opportunities offered to them, their attendance at remediation, and current grades.
What does your achievement data tell you?	Overall, we are seeing students continuing to struggle in all areas . Our SWD population continues to struggle even with additional supports in place (study skills, inclusion lunch and learn, after school program, Saturday school and PRIDE time remediation) Using PRIDE time every other Tuesday has been helpful, but the same students continue to need additional help. Saturday school participation and the expanded one-on-one help students receive there has significantly helped students improve their grades, especially in math. Those who attended periodically improved their average for a short period of time, but their chance of passing for the semester significantly declined as their participation declined. Granted, charting these Saturday school and after school students and progress monitoring them is difficult in that is a fluctuating population.
What demographic data did you use?	We looked at LCHS 9 ECD data, SWD information, student ethnicity data, as well as the male/female ratios for the pass rate and reading and math support class enrollment. We also reviewed the Title I spreadsheet for identifying students for the reading support class, math support and the Saturday school rosters for 2021/2022 school year as well as support enrollment for 2021/2022
What does the demographic data tell you?	Last year, we had 59 students identified as needing math support (13% of regular student population), but for the coming year (2022-2023) 23% of students enrolled in math support have previously been in Title math supports in middle school.10 of 27 reading support students have been in Title reading previously. In regards to support classes, we have found that we have numerous students who have historically had weaknesses in both math and reading. We are going to need to identify where the weaknesses stem from early (screener data) and develop strategies that will engage students while remediating the deficits so these students do not continue to need these supports in the future. While we have SWD students who need support in both math and English, we do not typically register them for both classes. Doing so takes away the only

	<p>time they would have in their schedule for an elective. Thus, we schedule 2 study skills classes simultaneously. Inclusion teachers work strategically to provide remediation in the missed area during study skills (We have both Melcher and Dexter with 7th period study skills. The teachers swap students between them so that the students get the assistance they need (Melcher - English, Dexter- math). We are looking to add a third study skills class at this time for next year (Holloway) so that biology support is also available. Students will be able to transition into his room as needed for biology remediation.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The students in reading support classes have had significant growth in their ReadingPlus final report scores this year. While getting their Lexile score up to grade level is very difficult at this point, we did see growth for 75% of the class. In August, no students tested at or above grade level in reading. In fact, 65% were 5 grades below expected. On the final assessment, 25% of students were at or above grade level. When digging deeper into the data, the students who used the program with fidelity each week, were the students who saw the most growth.</p> <p>In Algebra, we offered 3 support classes this year (1 was inclusion). This has not changed from previous years. However, in reviewing Algebra performance data (CFA, amath screeners, Delta math grades, Saturday school participation, etc), it was noted that students were struggling more with Algebra this year than in previous years. This is consistent with other data in regards to lagging math scores post-Covid. While the failure rate overall remained consistent with previous years, the amount of support needed to get them to passing has increased. However, final EOC Algebra data showed an increase in the number of students who scores proficient or distinguished by 12%.</p> <p>Biology is still seeing students struggle with the heavy vocabulary and complexity of the content. The English department has worked with them to assign reading prompts that will reinforce Biology content. One Biology teacher was given common planning with the English department so that she could meet with their PLCs and discuss reading prompts, questions both departments could use, etc. A concern from the Biology department (and truly from all departments when discussed) last year was a lack of reading stamina. We have seen some improvement in that area due to a campus wide commitment last year to include more reading on tests and daily assignments with questions more in line with what they will see on the end of course assessment. Biology has created literacy tasks that the students completed weekly that tied with the current content. We did see a 12% increase of student scoring proficient or distinguished on the end of course assessment this year. We attribute this to all additional efforts during PRIDE, after school and Saturday school as well as the increased focus on reading stamina. Elective classes are showing strong numbers (especially marketing and health occupations) and pass rates are high in these courses. In courses with some lower enrollment numbers, teachers are shared with the high school to ensure that enough upper course classes are available (Intro to law, Occ safety)</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>LCCHS 9 has worked the master schedule to provide two planning periods for teachers in the academic areas. This provides ample time for PLC meetings as well as an additional period for personal planning. As mentioned above, teachers are shared between the high school and LCCHS 9 campuses in the elective courses to ensure that all pathways are started on this campus and fine arts classes are available. Professional development opportunities are provided as appropriate. SWRESA information is shared and enrollment is encouraged. Department chairs are required to establish monthly training with Daisy Beaver with their PLC groups and administration ensures attendance at these trainings. To provide during the day opportunities for remediation as well as club meetings, 7 Mindset trainings, academic programs, etc, two PRIDE days (Tuesday and Thursday- regular classes are five minutes shorter to create a skinny period each morning for remediation on Tuesday and 7 Mindset lessons and the weekly news on Thursday) are established each week. Tuesday PRIDE is divided between Biology and Algebra (swapped each week) and the teachers in those courses develop a detailed list of which students need to report to Biology or Algebra for assistance. Additional students in the biology or algebra classes are shifted to a non-remediating teacher so that the content teacher can focus on their remediation group. During March and April, the groups shifted and the focus was on acceleration rather than remediation. This was an effort to get students up an additional achievement level on the EOC. For next year, the PRIDE time will shift to Thursdays and will be for one hour. This should give teachers additional time to work with students for remediation or acceleration.</p> <p>Saturday school was continued this year for students in academic classes to focus on academic deficits and remediation. The after school program was also available for students in Algebra, Biology and English. Content teachers were available for an hour each Tuesday and Thursday to provide remediation to any student who wanted to stay. Transportation was provided for these students.</p> <p>Using the Title I rubric that is completed by 8th grade teachers, we identified the correct students for the support classes based on their prior scores, class averages, EOG scores and teacher recommendations from the 8th grade. We are confident in the process also used to identify students for accelerated courses (Honors, AP and block math). The reading support teacher was also provided with areading score access for the reading support students and based screener scores and ReadingPlus scores, the resource was used with fidelity and student growth was monitored throughout the year (see leadership meeting agendas)</p> <p>The math support classes were divided between the three full time math teachers evenly with the inclusion Algebra teacher also teaching the inclusion support class. In addition, the inclusion Algebra and the inclusion English special education teachers were available during study skills to assist any inclusion students during that time (Kids were swapped between the study skills classes as needed to provide students with the support they needed to be successful). For next year, one teacher will have all the support classes so that a consistent level of support will be provided to all students. In addition, this teacher will have two Algebra classes and the students in these classes will also</p>
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Strengths and Challenges Based on Trends and Patterns

	have support. Thus Algebra/algebra support blocks have been created so that the teacher can serve these students for two consecutive periods each day.
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>During school year, the teacher noted that the online resource that we provided (ReadingPlus) was effective when used with fidelity. She presented this data at leadership meetings and the team was able to see steady growth. We had used two other programs prior to implementing ReadingPlus (IXL and Istation), but due to multiple factors, we found this program provided better results for our students. The teacher was trained on the program last year and shown how to progress monitor and read the data, then present the data to the leadership team. With the same teacher having this course again next year, we should see increased usage of the program, better use of the data and improved student performance.</p> <p>Algebra support classes will be taught by one teacher who will have most of these students for the regular algebra class also. Thus, Algebra/algebra supports blocks have been created in the master schedule.</p>
Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>Parents tend to withdraw from school engagement as students matriculate through the grades. While there is a 9th grade PTO, School Council, math nights, and Title nights offered throughout the year (in addition to open house and parent registration night) parents start out the first high school year engaged and wanting to learn, but their participation wanes as the year progresses. Most parents do attend the students registration meetings and when presented with information about their student's Lexile scores and reading or math support needs, most will elect to have their students take the needed class(es). Math nights tend to draw larger crowds when they are offered around the time of final exams or EOC testing. Providing food and child care also improves attendance at these events.</p>
Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>The continuing need for reading support has been observed by teachers in all academic areas, so there is a high level of support for this class on our campus. In addition, teachers have begun to implement reading and literacy strategies in their own classes through strategies learned at both on and off campus training. The teacher of the support class identified the program that the students interacted best with and the program that would provide the school and parents with student achievement data. As noted earlier, the English teachers work to embed nonfiction Biology content into the ELA curriculum to help solidify biology content. In turn, the biology department focuses on prefix and suffixes to help students decipher the meaning of terms. This helps the algebra, health occupations and English teachers as there is much crossover between terms.</p> <p>All teachers and staff on campus work collaboratively with the biology and algebra teachers during PRIDE time to ensure that those students needing</p>

Strengths and Challenges Based on Trends and Patterns

	remediation attend and are engaged.
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Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>Having Lexile and EOG scores and teacher recommendations available from the middle schools is important for identifying students for support classes. Even with an increased emphasis systemwide on literacy, there are still students who need additional support in reading. Females, minorities, and students who qualify for free and reduced lunch seem to need the most support based on our data. Funding for supports have been provided through Title I funds (teacher salary for the course and the ReadingPlus program) and internally through school allotment funds.</p> <p>The need for math support continues to grow. Overall, we are seeing more male students with math deficits that require their enrollment in support classes. There are also more inclusion students enrolled in support classes than students in the general populations . With the addition of a math teacher for the 2022-2023 school year, we are able to provide enough math support classes to accommodate all students who were recommended for and registered for the course.</p>
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>While we are seeing grade level growth in the reading support class for most students, many of their scores were so low to start with that meeting our achievement goal is nearly impossible (some students increased their score this year by as much as 4 grade levels, yet still are not up to grade level standards). Students who used ReadingPlus for reading support saw steady gains throughout the year and all passed the reading support class.</p> <p>The pass rate (a score of 70 or better) on the Algebra EOC for all students was 83%, however only 40.44% scored in the proficient or distinguished level. Biology saw similar results with 81% passing the EOC, but only 45.2% of those students scoring proficient or distinguished. Most of that 45.2% was from the honors level class. The overall pass rate for the classes in regards to final averages was well over 90% due to lunch and learn, Saturday school, PRIDE time remediation and after school tutoring . Students were given multiple opportunities to be successful.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	LCBS 9 has academically strong inclusion teachers who truly co-teach the
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	<p>content. We have been able to build the master schedule in such a way to keep co-teachers and their content teachers together for numerous years, thus building rapport and trust within the team. For ESOL students, we implemented a push-in model for 9th grade literature and biology this year where Ms. George pushed into the content class, thus providing greater support for her students within the class. Due to her level of involvement within the content class, she was able to provide greater guidance during the 1st period ESOL course. In addition to having an ESOL teacher for 3 periods, having a full time media center paraprofessional has been a benefit as well. Mrs .Duckworth has been able to provide testing assistance and support to this population when the current teacher, Ms. George, was teaching her classes at the high school. This provides our ESOL population with more familiar adults in the building.</p> <p>Having two PRIDE days each week has been a benefit as it provided time during the day for students to get the support they need. Many students in these populations can not attend after school or Saturday school remediation due to family obligations or transportation. By having time during the day for support, they can get the help they need.</p>
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Challenges	<p>Student overall achievement as they acclimate to 9th grade and high school rigor is a constant struggle. Finding effective and engaging tier 1 strategies as well as additional supports for struggling students will need to continue to be a focus for next year. Increased demand for assistance in Algebra as well as the math support course is also a challenge. 64 students requested the course and, according to the Title I rubric, met the qualifications. Some of these students are inclusion students who need the class to fulfill the obligations of the math rubric later in high school. That makes 3 classes of 21/22. As more new students register, these classes will continue to increase in size. Giving the teachers additional resources in these classes will be needed.</p> <p>In regards to discipline , a general lack of respect for each other continues to pose a problem for our students. This is a common trend for the current 8th graders too, who we will serve next year. Finding strategies for helping students navigate their personal relationships will need to be a focus if we are going to make improvements in this area for next year.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Provide higher quality instruction to all students to decrease failures and increase EOC scores
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Learning loss due to Covid, attendance issues with quarantines and illness.
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Overarching Need # 2

Overarching Need	Provide students with strategies for learning to respect others in an effort to decrease the referral rate for disrespect and fighting by 10% when compared to discipline data for the 2021-2022 school year.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need	To decrease the failure rate in all content areas by 10% when compared to semester data for the 2021-2022 school year
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Provide higher quality instruction to all students to decrease failures and increase EOC scores

Root Cause # 1

Root Causes to be Addressed	Time and support to address academic deficits while promoting student engagement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Provide students with strategies for learning to respect others in an effort to decrease the referral rate for disrespect and fighting by 10% when compared to discipline data for the 2021-2022 school year.

Root Cause # 1

Root Causes to be Addressed	Due to increased student use of technology, especially social media, and time at home due to Covid, students are not properly engaging with other students. They are going to need to be retrained on how to conduct themselves while in an academic environment while also teaching LCHS 9 behavioral expectations to all learners.
This is a root cause and not a contributing cause or symptom	Yes

Root Cause # 1

This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - To decrease the failure rate in all content areas by 10% when compared to semester data for the 2021-2022 school year

Root Cause # 1

Root Causes to be Addressed	Teachers need to use more active and engaging tier 1 strategies in the classroom and provide more supports for students who struggle academically.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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School Improvement Plan 2022 - 2023



Lee County
Lee High School 9th Grade Campus

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Lee County
School Name	Lee High School 9th Grade Campus
Team Lead	Ginger Lawrence
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide higher quality instruction to all students to decrease failures and increase EOC scores
Root Cause # 1	Time and support to address academic deficits while promoting student engagement.
Goal	Increase achievement in all content areas by 2% as measured by the GMAS EOC and/or common assessments when compared to 2021-2022 data.

Action Step # 1

Action Step	Algebra teachers will participate in training sessions to learn strategies to implement that will increase student learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	observation of strategies in use in classrooms (TKES, Google form, Teacher Record of strategies in use through lesson planning, review of grades, amath data, Delta math data
Success Criteria for Impact on Student Achievement	Improved EOC scores in math when compared to the 2021-2022 EOC data
Position/Role Responsible	Principal and AP
Timeline for Implementation	Others : TBD

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	PRIDE time change to one hour per week (Thursday) for remediation and acceleration.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Student rosters for PRIDE 1st 8:00-8:42 2nd 8:47-9:29 3rd 9:34-10:16 PRIDE 10:21-11:16 4th 11:21-12:28 1st lunch 11:21-11:46 2nd lunch 12:03-12:28 5th 12:33-1:15 6th 1:20-2:02 7th 2:07-2:52
Success Criteria for Impact on Student Achievement	Progress monitoring of averages and PRIDE remediation attendance
Position/Role Responsible	Lawrence/Haynes
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	In all content area PLCs, teachers will determine what strategies to use in lessons that will increase student engagement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Weekly Lesson Plan reviews
Success Criteria for Impact on Student Achievement	improved pass rates and EOC scores in Algebra and Biology CFA comparisons to previous year Failure data review each grading period
Position/Role Responsible	Principal and AP
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step # 4

Action Step	Provide additional instructional resources/lab materials for Biology teachers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Weekly lesson plan reviews Data review during PLCs
Success Criteria for Impact on Student Achievement	Improved EOC scores in Biology when compared to the 2021-2022 Biology data.
Position/Role Responsible	Principal and AP
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide students with strategies for learning to respect others in an effort to decrease the referral rate for disrespect and fighting by 10% when compared to discipline data for the 2021-2022 school year.
Root Cause # 1	Due to increased student use of technology, especially social media, and time at home due to Covid, students are not properly engaging with other students. They are going to need to be retrained on how to conduct themselves while in an academic environment while also teaching LCHS 9 behavioral expectations to all learners.
Goal	Reduce the number of office disciplinary referrals resulting from disrespect and incivility from 59% in FY22 to 50 % in FY23 while also increasing stakeholder involvement in the school's behavior management process and procedures for FY23.

Action Step # 1

Action Step	Majors vs Minors: Teach/model during pre-planning faculty meeting in August and implement into Trojans 101
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Reduced teacher referrals for minor offenses
Success Criteria for Impact on Student Achievement	Less class time will be missed by students for minor disciplinary infractions
Position/Role Responsible	Principal and AP
Timeline for Implementation	Others :

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Conduct PBIS Tier 2 training with the PBIS team and develop a Tier 2 team.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Training agenda/sign in sheet
Success Criteria for Impact on Student Achievement	Decrease in behavior referrals for targeted behaviors
Position/Role Responsible	Principal and AP
Timeline for Implementation	Others : one training this year

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Use of Suite360 to provide targeted remediation for students in ISS.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Student completion of tasks that align to their disciplinary infraction while they are serving ISS for such infraction
Success Criteria for Impact on Student Achievement	Student will have no additional referrals for the targeted behavior
Position/Role Responsible	Principal and AP
Timeline for Implementation	Others : Daily

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	The PBIS team will determine the weekly Character Strong lessons for teachers to teach during PRIDE time.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Professional Capacity
Success Criteria for Implementation	1st 8:00-8:42 2nd 8:47-9:29 3rd 9:34-10:16 PRIDE 10:21-11:16 4th 11:21-12:28 1st lunch 11:21-11:46 2nd lunch 12:03-12:28 5th 12:33-1:15 6th 1:20-2:02 7th 2:07-2:52
Success Criteria for Impact on Student Achievement	There will be a decrease in the targeted behaviors by 25% when compared to 2021-2022 data
Position/Role Responsible	Principal and AP
Timeline for Implementation	Weekly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Add parents to the PBIS team.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Family and Community Engagement
Success Criteria for Implementation	A parent will attend 75% of PBIS meetings at LCHS 9
Success Criteria for Impact on Student Achievement	N/A
Position/Role Responsible	Principal and AP
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Solicitation of parent feedback on PBIS at open house and at a feedback station on campus throughout the year for PBIS team to review/act upon. .
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Receipt of PBIS feedback from parents.
Success Criteria for Impact on Student Achievement	N/A
Position/Role Responsible	Principal and AP
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Provide training to teachers on restorative practices to be implemented monthly in all classrooms.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 7

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Administration and PBIS committee will be able to document the use of the strategy during classroom walk throughs each month.
Success Criteria for Impact on Student Achievement	A decrease in disciplinary referrals for the targeted behavior
Position/Role Responsible	Principal and AP
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To decrease the failure rate in all content areas by 10% when compared to semester data for the 2021-2022 school year
Root Cause # 1	Teachers need to use more active and engaging tier 1 strategies in the classroom and provide more supports for students who struggle academically.
Goal	Decrease the failure rate in academic courses by 10% per semester when compared to the same semester of the 2021-2022 school year.

Action Step # 1

Action Step	Adjust PRIDE time schedule to allow for a longer period of remediation or acceleration each week.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	A Thursday PRIDE schedule with a 50+ minute period for PRIDE
Success Criteria for Impact on Student Achievement	Decrease in the number of students failing each content area by 2%
Position/Role Responsible	Principal and AP
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Ensure that all teachers know and use high impact teaching strategies in all academic classes.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	HIP strategies are included in teacher lesson plans.
Success Criteria for Impact on Student Achievement	Improved scores by 2% on assessments including state mandated testing.
Position/Role Responsible	Lawrence/Haynes-
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	
	The faculty and staff, during common planning times, leadership meetings, and during a faculty meeting, evaluated student data (achievement, attendance, behavior, survey results, etc) and worked through the CNA process. The School Council, which is made up of teachers, business professionals as well as parents, also reviewed the data and made suggestions based on their perception and understandings. All results were documented and discussed and the leadership team evaluated all suggestions and conclusions and developed each part of the SIP.

<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<div></div> <p>Using the Title 1 spreadsheet, all students are measured using equitable parameters and the students identified most at need are placed in the reading support class. In regular classroom setting, lists of ineffective, out of field and inexperienced teacher are shared between school administrations for students leaving and entering the school. The lists are used for equitable scheduling. This has not been much of an issue in recent years as LCHS 9 has infield, experienced teachers serving our students.</p>
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<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<div></div> <p>At LCHS 9, we provide math and reading support for students who have deficits in these areas. A spreadsheet is developed and completed by the middle schools and Mr. Haynes to help us equitably identify students most at need so we can schedule them for the needed support classes. Math support is provided for students in Algebra I while reading support is open to all students. ReadingPlus is being used as an intervention for those students served in the Communications skills class, while Delta Math and IXL are used with math students. We do not have any students at this time living in a local institution.</p>
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4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	
	N/A

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	N/A
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	<p>LCHS 9 begins working with 8th grade students in January to prepare them for the transition to high school. The LCHS 9 instructional supervisor schedules times to meet with 8th grade students at both middle schools, during their connections times, class offerings, graduation requirements, HOPE requirements, GPA information, dual enrollment opportunities, pathway offerings, club and athletic opportunities, and general information about the 9th grade campus are discussed. Later in January or early February, a parent registration night is held (either face to face or virtually) where the same information is shared with parents. More in depth breakout sessions about pathways, AP and honors classes and dual enrollment information are also made available. Teachers are present to answer questions about summer work, rigor, and course requirements for AP and honors. CTAE teachers share pathway information and the school counselor is available to answer specific questions. Parents and students may attend any sessions that are applicable to their student. After all have had ample opportunities to explore the options and have their questions answered, appointments are scheduled for parents and 8th grade students for registration. At the appointment, the family sits (again, either virtually or face to face) with a member of the registration team (made up of counselors from the middle and high schools, administrators from both levels, and other school personnel (media specialists, teachers and special education teachers). Specialized training was provided for all group members so that all understand the offerings, the rigor and time constraints of courses, and how taking each class would future affect the student) and the student is scheduled for the coming year. After 8th graders at both schools have been scheduled, make up registrations are conducted by the middle school counselors to ensure that all students have a schedule. In addition, TLC schedules their students that were moving to the 9th grade. After registration, parents and students are given until a specified date to make any needed schedule changes and final schedules are sent home at the end of the year. Students are also provided school pamphlets that include frequently asked questions, dress code information and other school procedures they need before the school year begins.</p> <p>In May, 8th graders from both campuses are bused to LCHS 9 for an orientation and tour. Basically information is shared with the students by administration and the counselor, then current 9th grades students share</p>

	<p>about their experience at LCHS9. Students are then taken by team on a tour of the campus that is lead by LCHS 9 PBIS student representatives. During the tour, students have time to ask students and adults specific questions as they familiarize themselves with the campus.</p> <p>An open house is held for parents and students before school starts. A short video by school administration and the counselor will highlight what parents need to know as they tour the campus. Additional information sessions are provided for parents for honors, AP and Title I classes.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>The school has a progressive discipline plan. Saturday school, lunch detention, and restorative justice are utilized to discipline students while preserving instructional time.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>While this is a living document that is fluid and flexible, this should give the school a framework to work from for the 2022-2023 school year.</p>
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