



Comprehensive Needs Assessment 2025 - 2026 School Report



Lee County
Lee County High School

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	admin	M. Edwards, K. Glass, J Millsapp, J Knight, A Trussell
Team Member # 2	academic teachers	B Hagler, A Teal, J. Grange, S Kellett, L. Young, H Spencer
Team Member # 3	elective teachers	T Davis, S Williams, A Overstreet
Team Member # 4	Sped teachers	D Clanton, A Thornton
Team Member # 5	Other staff reps	A Brown, M Wanner, H Mims, M George
Team Member # 6	Parent rep	School Council Rep
Team Member # 7	Community partner	Jason Anthony

Additional Leadership Team

	Position/Role	Name
Team Member # 1	PBIS Coach	PBIS Coach
Team Member # 2	PBIS Teacher Leader	PBIS Teacher Leader
Team Member # 3		
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

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	Lee Smith, Jennifer Johnston, Jennifer Hammond, Marjett Cabatit,
Stakeholder # 2	Community	Jason Anthony
Stakeholder # 3	Counselor	Ashley Brown
Stakeholder # 4	ELL	Molly George
Stakeholder # 5	Dept Heads	Brandy Hagler, Angie Teal, Jeff Grange, Amanda Overstreet, Savanna Kellett, Dena Clanton
Stakeholder # 6	CTAE teacher leaders	Brooke Bentley
Stakeholder # 7	Media	Haley Mims, Carol Dorough
Stakeholder # 8	Faculty/Staff Leaders	Melissa Wanner, Tondra Davis, H Spencer, A Thornton

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?	- Establish team norms - review stakeholder feedback and perception data from multiple sources and surveys - maintain school council and meet quarterly - meet monthly with SGA -meet monthly with student leadership (PBIS) - parent meetings and newsletters - publish SIP to school website and review with stakeholder groups to elicit feedback
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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	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

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.	

Coherent Instruction Data

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.	

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	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. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	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. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
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.	

Coherent Instruction Data

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.	

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.	

Coherent Instruction Data

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.	

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.	

Coherent Instruction Data

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.	

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	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
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	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.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. 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.	
2. Operational	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. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
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.	

Effective Leadership Data

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

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.	

Effective Leadership 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	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
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.	

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

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	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. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he 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. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
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.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	✓
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.	

Effective Leadership Data

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

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	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. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	✓
2. Operational	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. The school and campus are clean, well-maintained, inviting, and safe.	
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

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	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
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	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
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	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. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	✓
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 Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). 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).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. 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).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

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 Data

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

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	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. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	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.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

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	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
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	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
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).

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]	Staff teaching and learning surveys; GA DOE Parent and Student Health Surveys; System survey results. School Parent engagement surveys. WIDA SIS survey given to faculty. Survey results overall showed the need for transparent communication and multiple modes of communication to share upcoming events and details regarding school.!--a=1--!--a=1--
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?")	We are going to have focus groups focusing on 5-1 positive statements, parent square help, data and grading based on faculty suggestions and surveys. This will allow for differentiated grouping among teachers based on teacher needs previously identified. We serve these needs on Teacher PL days with Round Robin sessions in which some teachers are assigned and others can attend if they feel this is an area of need. !--a=1--!--a=1--
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)	Instructional walkthroughs (Google Form aligned to TKES and Teacher Clarity) conducted by admin, leadership team and new teachers, Google Form Instructional Walkthroughs conducted by leadership group and admin; TKES observations, LCSS Family Engagement surveys.!--a=1--!--a=1--!--a=1--!--a=1--
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?")	We use Parent Square and refined documentation through IC to improve communication. Our data showed that communication to parents at the beginning units could positively impact grading. At the beginning of the year, teachers were more consistent with communication. sharing the unit plan newsletter was well-received. We will encourage more consistency in 25-26. !--a=1--!--a=1--!--a=1--!--a=1--

What achievement data did you use?	Lexile, EOC, EOPA, common formative assessment, other balanced scorecard data!--a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
What does your achievement data tell you?	PLC's are exemplary entering our 25-26 school year. The topic of LCHS PLCs has emerged to a focus on differentiation and purposeful grouping without losing the focus on the learning intentions and success criteria with an emphasis on student voice and efficacy. This is evolving into less of another "thing to do" and more of an integral part of student learning. Immediate feedback on written assignments and teacher circulation in the classroom are still an overarching issue in the building. Tier 3 interventions were implemented and need to be continued next year with fidelity for students in need. This year we will focus on mentoring new teachers/new to the building teachers in an effort to support and coach instructionally. It also showed a need to reexamine standards and data collection.!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
What demographic data did you use?	discipline and failure data reports by subgroup!--a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
What does the demographic data tell you?	ISS and OSS totals increased during the 24-25 school year. Data suggests occurrence of events with high ISS/OSS days as the consequence increased slightly but had a greater impact on the overall total number of days.!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--

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

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?	Strengths 1) LCHS is in year 6 of focusing on Teacher Clarity in PLCs. The language of teacher clarity has become a norm and expectation. 2) Teachers are identifying students who need Tier 2 and Tier 3 academic interventions. Follow through has shown improvement. 3) Teachers are leading professional development for data analysis, common grading practices, and common teacher expectations. 4) PLCs consistently and collaboratively discuss strategies that work (why and how and with different groups). 5) Teachers are using data from common assessment to guide their instruction. Teachers meet weekly in their collabs to discuss and data. Challenges 1) Continued momentum for implementation. We, as an admin and leadership team, decided that we would need building resets for everyone in the building. Next year will begin with conversations regarding personnel and classroom expectations with Tier 2 teachers. 2) Gradebooks are not effective measures of student performance and mastery of standards (immediate feedback DURING the work session). 3) Mentoring teachers to coach them up and teacher retention in general. Re-focus our attention on high impact strategies to support academic achievement. 4) Continued emphasis on parental contact and support to improve attendance in the building. !----comment node----!--a=1--!----comment node----!--a=1--
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?	Strengths - 1) Admins meet weekly prior to PLCs to discuss data from classroom observations and decide course of action needed for the weekly PLCs. 2) Our teacher leaders meet weekly to guide our course of action as it relates to our SIP and professional learning needs. 3) We have a detailed professional learning plan, but the plan is adjusted according to the needs of our staff based on observation and academic performance data. Challenges -

Strengths and Challenges Based on Trends and Patterns

	1) Teachers feel overwhelmed and admins are working to combat morale as well as maintain an academic focus in the building. 2) The balancing act for our "runners" in our building. We don't want to burn them out while needing them to lead the way with our faculty. 3) Having a consistent focus on high impact strategies and literacy as foundation for all subjects would support an increase in literacy. !----comment node----!--a=1--!----comment node----!--a=1--
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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?	Strengths - 1) Professional learning has clear expectations. We have implemented a plan for inspecting and evaluating our expectations which is based on classroom observation data and student achievement data.. 2) Parents are more informed about academics, events and resources through Parent Square, a monthly newsletter, virtual Parent resource room through website, rolling agendas and social media/email blasts. Challenges - 1) Teachers feel overwhelmed and admins are working to combat morale as well as maintain an academic focus in the building. 2) We have many new teachers that are new to teaching. 3) Not all teachers were consistent with their monthly newsletters. !----comment node----!--a=1--!----comment node----!--a=1--
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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?	Strengths 1). For the majority of students, there is an adult to guide students in best practices for academics, behavior and life choices. For those who do not have adults to guide someone, our counselors have stepped in and been influential in guiding these students. 2) Our Counselors have made a concerted effort to have an open door policy allowing for students to have a safe place in the building to share their academic, physical or social-emotional concerns . 3) We offer multiple opportunities to encourage families to participate in the high school experience (open house, orientation and sporting/fine arts events; other parent capacity events including family engagement nights and Math/parent engagement in the spring. CTAE advisory committee). 4) We communicate news to our stakeholders through IC email blasts, Parent Square social media blasts, positive postcards, monthly newsletters and weekly teacher memos. Challenges 1) Attendance is a continuing concern that we will continue to address. We have seen some improvement. Lack of parental participation is an ongoing concern. 2) Results of stakeholder surveys reveal that parents report a lack of
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Strengths and Challenges Based on Trends and Patterns

	communication, or lack of timely communication from teachers about student performance. !----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--
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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?	Strengths 1) LCHS Admin and Leadership Team worked to create PLC guidance for implementing Teacher Clarity - learning intentions and success criteria. Strong PLC's that include PBIS initiatives. 2) The LCHS MTSS team monitors the progress of tier 2 and tier 3 learners in our building. We offer ELT (extended learning time) to address specific needs of the students. This ELT time is used to remediate and accelerate learning. PRIDE is also available for Tier 2 and Tier 3. We have an Excel document that disaggregates the data to help us find the specific issue(s) that need to be addressed with our tier 2 and tier 3 students. 3) For our MTSS Tier 2 and 3 students, we have a "Grab-a-kid" group of teachers, counselors and admin that meet with students individually to "check-in and check-out" as well as inform parents of student progress. 4) Saturday School is helpful in addressing students' needs to make up missing work, to obtain assistance with a specific academic area or address attendance and behavior concerns. The added subjects proved to be beneficial for many students. We will continue in 24-25. 5) To track our teacher concerns for specific students, teachers utilize SWARM in IC for counselors to monitor. This data alerts us to issues with students that need our attention. Counselors and admin follow-up with each situation to develop a plan for success. Challenges 1) Based on instructional walkthrough data, we determined specific teachers needing specific strategies to enhance student success. Building resets have been a challenge for students, teachers and all staff. For the upcoming school year, we have several teachers who are new to teaching and new to the building. Some of our teachers are moving to different subjects and need to obtain training in those subject areas. 2) Training teachers to de-escalate situations and incorporate positive statements/strategies to improve student incivility. 3) Consistent accountability of the students proves to be a challenge. !----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--!----comment node----!-a=1--
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Strengths and Challenges Based on Trends and Patterns

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?	Strengths: 1. We are typically provided an instructional allotment in the spring to provide for the needs in the building. 2. PD has been targeted on items specifically based on the needs of our faculty for success. 3. Title I funds have afforded us the opportunity to purchase resources and materials needed to support our instruction. These purchases will assist our ECD population. Weaknesses: Parental involvement is difficult as students are adjusting to building resets and high school expectations. Developmentally, students have had to make major adjustments. We hope that building resets will aide in this challenge. !----comment node----!-a=1-!----comment node----!-a=1-!----comment node----!-a=1-!----comment node----!-a=1--
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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?	Strength: The team determined that the building implemented PLCs with fidelity and collaboration was at an all time high. Our Leadership team initiated the conversation about building resets for all in the building. The teachers own that all stakeholders need to recommit to our vision and mission of our school. We had 100% EOC testing for those that were supposed to take the tests. Weakness: While we saw increases in our 11th Lit and US History scores, we realize that the level of rigor needs to be increased as a building reset. !-a=1-!-a=1-!-a=1-!-a=1--
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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	Strengths 1) no achievement gap among students in courses with fully operational PLCs (USH and 11th Lit) 2) Our ELL teacher for 9-12 advocates for our ELL students.
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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.

	3) ELL teacher communicates and schedules parent and family meeting pertinent to student's needs. 4)ELL rep on our leadership team !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--
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Challenges	Challenges 1) lack of teacher CLARITY among teachers who work with these students. 2) new teachers need mentoring on best practice teaching strategies for ELL students. !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--
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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	Increase high impact engagement strategies within the classroom to increase student learning.
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	!-a=1--
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Overarching Need # 2

Overarching Need	Increase literacy skills in reading and writing to enhance academic achievement across curriculums.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	!-a=1--
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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 - Increase high impact engagement strategies within the classroom to increase student learning.

Root Cause # 1

Root Causes to be Addressed	Lack of mentoring for teachers in our building - primarily new to teaching and new to building Lack of understanding of effective Tier 1 teaching strategies - high leverage practices Observational data this year indicated that openings and closings to class were a weak area. Lack of consistent implementation of Tier 2/3 interventions across the entire school day (7 classes)
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

Additional Responses	!-a=1--
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Overarching Need - Increase literacy skills in reading and writing to enhance academic achievement across curriculums.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Reading scores and measures have been inconsistent over the last 3 years. Sustained reading on grade level is not a focus in non-ELA subjects.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	!-a=1--
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School Improvement Plan 2025 - 2026



Lee County
Lee County High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Lee County
School Name	Lee County High School
Team Lead	Melissa Edwards
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☒	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	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	Increase high impact engagement strategies within the classroom to increase student learning.
Root Cause # 1	Lack of mentoring for teachers in our building - primarily new to teaching and new to building Lack of understanding of effective Tier 1 teaching strategies - high leverage practices Observational data this year indicated that openings and closings to class were a weak area. Lack of consistent implementation of Tier 2/3 interventions across the entire school day (7 classes)
Goal	During the 2025-26 school year, we will increase the percentage of student who are proficient or distinguished in all content areas by 3% as measured by GMAS/EOCs and collaborative assessments in non EOC subjects.

Action Step # 1

Action Step	LCHS admin team will monitor implementation of Total Participation Techniques (TPT) as evidenced by classroom observations and PLC conversations/agendas and collaborative lesson plans.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Observational data, review PLC agendas and actively participate in PLC conversations, review collaborative lesson plans
Method for Monitoring Effectiveness	Monitor growth using performance on common assessments within collaborative groups
Position/Role Responsible	Admins, Teachers in PLCs and Collaborative (Collab) groups, Leadership Team
Timeline for Implementation	Monthly

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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 2

Action Step	LCHS admin team will monitor implementation of literacy strategies as evidenced by classroom observations and PLC conversations/agendas and collaborative lesson plans.
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
Method for Monitoring Implementation	Observational data, review PLC agendas and actively participate in PLC conversations, review collaborative lesson plans
Method for Monitoring Effectiveness	walkthrough data; Monitor growth using performance on common assessments within collaborative groups
Position/Role Responsible	Admins, Teachers in PLCs and Collaborative (Collab) groups, Leadership Team
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 3

Action Step	The district will develop walkthrough tools to gather applicable data and ensure implementation. LCHS will implement tools provided as part of our walkthrough process. Following observations provide feedback to teachers with strengths and improvements coaching sessions.
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
Method for Monitoring Implementation	Walkthrough data; meetings with teachers to discuss feedback Conduct walkthroughs and provide timely, constructive feedback to teachers to support improved TPT strategies
Method for Monitoring Effectiveness	walkthrough data; Monitor growth using performance on common assessments within collaborative groups
Position/Role Responsible	Admins, Teachers in PLCs and Collaborative (Collab) groups, Leadership Team
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 4

Action Step	Use PLC time for additional PL as needed for reteaching, support, modeling, etc. of the use of TPT in all classrooms.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Weekly PLC meetings/agendas; walkthroughs with admin and leadership teams; mentoring meetings to discuss strengths and improvements
Method for Monitoring Effectiveness	Walkthroughs conducted throughout each semester and compare to previous observational data.
Position/Role Responsible	Admins, Teachers in PLCs and Collaborative (Collab) groups, Leadership Team
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase literacy skills in reading and writing to enhance academic achievement across curriculums.
Root Cause # 1	Reading scores and measures have been inconsistent over the last 3 years. Sustained reading on grade level is not a focus in non-ELA subjects.
Goal	During the 25-26 school year, LCHS will increase the percentage of students who are reading at or above grade level by 3% as measured by the GMAS/EOC for 10th grade Literature II.

Action Step # 1

Action Step	LCHS will provide professional development for teachers that is aligned to the district's literacy plan.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional development evaluations; walkthrough data collected for implementation
Method for Monitoring Effectiveness	walkthrough data
Position/Role Responsible	Admins, Teachers in PLCs and Collaborative (Collab) groups, Leadership Team
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 2

Action Step	The district will develop tools to gather applicable data and ensure implementation. LCHS will implement those walkthrough tools as part of our walkthrough process. Following observations provide feedback to teachers with strengths and improvements coaching sessions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	walkthroughs utilizing district-provided tools; meetings with teachers to discuss feedback
Method for Monitoring Effectiveness	Walkthrough data; meetings with teachers to discuss feedback
Position/Role Responsible	Admins, Teachers in PLCs and Collaborative (Collab) groups, Leadership Team
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 3

Action Step	In order to support literacy throughout the high school, we will commit to monitoring purposeful reading/writing strategies specific to their subject area using classroom observations, PLC guided conversations, and lesson plans.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Utilizing reading inventory on digital resources to determine reading comprehension levels of students.
Method for Monitoring Effectiveness	Pre/post test results taken each semester Observations/walkthroughs
Position/Role Responsible	Admins, Teachers in PLCs and Collaborative (Collab) groups, Leadership Team
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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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).	1) Worked with all teachers, paras, support staff over a three month period to analyze data and complete root cause analysis. Survey data from, stakeholder's surveys, climate/culture surveys, technology/instruction surveys, and state data were all used during this process. 2) members from all stakeholder groups were present during SIP data review and work. !--a=1--
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.	LCCHS works closely with the administrators, counselors, and teachers in the regular school environment to assure a quality education for all of the students in our facility. Students who have been identified as ELL, economically disadvantaged, SWD or homeless will receive the same services as all other students in Lee County. We analyze our scheduling with an equity report to ensure that students are scheduled appropriately. We support our teachers who are new to LCCHS with a mentor program called Trojans 101/102. A LCCHS admin is assigned to teachers who are not PQ to monitor their progress toward becoming in-field and/or PQ. Title services at LCCHS are provided by highly qualified staff. !--a=1--
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).	Our Title I Instructional funds are used for our most at-risk Math students. Instructional strategies include direct instruction, differentiated instruction, and individualized instruction based on Georgia Milestones EOC math scores and other diagnostic instruments. Many of our math programs include repeated levels of work to ensure mastery of skills. We also provide students with computer based assignments in these curricular areas that target specific learning deficits. A student's daily schedule will reflect the math support/extended learning time that will be provided during one of the seven periods in a day. Support teachers will provide direct and individualized instruction to identified students. Students also are given supplemental educational opportunities with the use of computer-based remediation through IXL. Student diagnostic information is shared with stakeholders such as: counselors, Student Support Teams, administrators, teachers, and parents. Students also receive tutoring in academic classes that are affected by math skills through extended learning time, Saturday School, and summer school.!--a=1--

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!--a=1--

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!--a=1--
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.	We have decreased our counselor caseloads so each counselor can meet with students individually twice per year. We have one counselor devoted to dual enrollment although we are in the process of training the other counselors in dual enrollment to be proactive for future openings in our guidance department. We host parent and student meetings frequently through Advisory Committee meetings, Family Engagement Nights, School Council, etc.. We administer PSAT, SAT, and ASVAB on campus to help identify students in need of remediation, acceleration, AP classes, and Dual Enrollment classes. We have a full-time work-based learning coordinator and a CTAE director who collaborate with local industry professionals to help identify community needs and help provide classes, pathways, and work experience to help students effectively transition to life after high school. We teach Dual enrollment classes on LCHS campus from 3 local institutions. AP initiatives: We have increased the AP options over the last few years. 18/19 included AP Seminar and AP Environmental. 19/20 will include AP Psychology and AP Research. 20/21 included all of the previously mentioned with the addition of AP Physics. In 22-23, we added AP Statistics as well as offered to all Pre- AP English, Fine Arts, Chemistry and World History courses. In 23-24, we added AP European History. During 24-25, we will add AP Chemistry, Ap Pre-Calculus. Our focus has moved to a more inclusive philosophy. We gain more diversity by encouraging students previously denied AP acceptance into the program. The focus on "more students" vs "overall score" has helped increase the number of participants. Students transitioning from 9th grade to high school continues to provide opportunities for growth. We meet with every parent/student during winter registration of their 9th grade year. During the spring, we provide students with copies of their schedule and any needed information concerning course work. In August, we host an open house and encourage parents/students to come and meet their teachers. We also host class meetings once school begins so that we can answer student questions and provide basic information. !--a=1--

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.	We are utilizing our MTSS/PBIS team and counselors to target repeated discipline issues. We have partnered an admin with each counselor to address issues with each student as a whole child. Counselors will participate in small group sessions. We will have a MTSS teacher leader who will run and analyze data, check in/out with at risk students. The MTSS teacher leader will also work closely with other teacher mentors for students. Teacher interventions will include behavior-specific praise weekly, weekly check/out , create FBA/BIP, and utilize school interventionist as needed. !--a=1--
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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	!--a=1--
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School Parent and Family Engagement Policy

Lee County High School

2025-2026

June 17, 2025

In support of strengthening student academic achievement, Lee County High School receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

Lee County High School agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

JOINTLY DEVELOPED

Lee County High School will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

-The school will hold a meeting or send surveys at the end of school and prior to school start to gather information from parents and to involve the parents in the planning process for Title I programs.

-The school will hold school council meetings and distribute surveys throughout the year to disseminate information and obtain feedback on Title I (compact, family engagement plans, staff training ideas, and how the 1% shall be used) to plan, revise, and improve the programs.

-The school will hold an open house for parents to come in and talk with staff.

-The school will hold curriculum nights at least once per semester to provide information to parents and seek input from parents on Title I (compact, family engagement plans, staff training ideas, and how the 1% shall be used) to plan, revise, and improve the programs.

ANNUAL TITLE I MEETING

Lee County High School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

-After input from families, the school will hold a meeting on September 18, 2025 at 5:30 PM to discuss the nature of the Title I program. The parents will be informed of their requirements of Title I. The school will also go over the LCSS and LCHS parent and family engagement plans as well as the school-parent compact and parent's rights to know.

-The parents will have an opportunity to review the school improvement plan and discuss how Title I programs fit into the school improvement plan.

-The school will provide child care for parents who need support during the meetings.

COMMUNICATIONS

Lee County High School will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

-The school will hold information sessions or send out information before school starts, as well as, throughout the year, at various times of the day to give parents information and gain input about Title 1 programs and dates of upcoming events. This may be whole group discussion, virtual, face to face, social media, school website, or breakout sessions from a larger group.

-The school will hold an annual Title 1 night on September 18, 2025 at 5:30 PM to disseminate information on school-parent compacts and parent engagement plans.

-The school-parent compacts will be sent home with each student served through Title 1 programs.

-Parents are invited to join our school council organization, which meets quarterly.

-Information will be disseminated to parents with an opportunity for the parent to use a platform like Google translate, ParentSquare or a school translator to put information into a language that is understandable.

-Students enrolled from The Bridge, will receive correspondences and invitations to parental/family involvement activities. This will be sent to the facility.

SCHOOL-PARENT COMPACT

Lee County High School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

- The parents, students and faculty partnered together to develop the compact for achievement. Teachers suggested home learning strategies, parents gave input on the types of support they needed, and students told us what would help them learn. Parents are invited to attend revision meetings in the spring or make suggestions on surveys throughout the year based on student needs and school improvement goals.

-The school will hold an annual Title 1 night on September 18, 2025 at 5:30 PM to disseminate information and the school-parent compact.

-School will share the compact as to how parents, staff, and students will partner to share responsibilities in academic achievement.

RESERVATION OF FUNDS

Lee County High School will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

-The budget for the 1% of Title I funds reserved for parent and family engagement will be discussed during the informational session before school starts and during the Title I nights. Throughout the year through surveys, and input from family engagement activities, parents will have the opportunity to present ideas to get other parents and families involved. The parents will have the opportunity to discuss how they would like the money spent.

COORDINATION OF SERVICES

Lee County High School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- *All information received on federal, state and local programs is sent out through a ParentSquare message, posted on social media platforms, or website for the public.*
- *Many of these free resources are posted on our school system website under the Federal Programs page. These are shown to parents throughout the year at family engagement activities.*

BUILDING CAPACITY OF PARENTS

Lee County High School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - The challenging State's academic standards
 - The State and local academic assessments including alternate assessments
 - The requirements of Title I, Part A
 - How to monitor their child's progress
 - How to work with educators to improve the achievement of their child

-The school will hold multiple curriculum nights throughout the year to help parents understand how to help with homework, classwork, GA Standards of Excellence, GA Milestones Assessments, Title I part A requirements, and Federal Programs free resources in different subjects, including literacy and technology concerns.

-The school holds an open house with break out sessions to cover topics such as academic standards, assessments, how to monitor their child's progress, and how to improve their child's achievement.

-The school holds parent meetings to help monitor the progress of the child throughout the year.

-The school will meet with parents before the school year to address the curriculum and develop an academic plan.

-The school will invite parents to join the parent teacher organization and the school council to ensure the parents are aware of the activities going on throughout the year.

-The school will provide opportunities for members of the community to come in and speak to the students.

-The school will disseminate information and resources through parent and community newsletters, ParentSquare, social media, open house, parent emails, parent-teacher conferences, parent portal

-The school will host family curriculum nights, conduct campus tours, and make positive contacts to the homes of students.

BUILDING CAPACITY OF SCHOOL STAFF

Lee County High School will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

-The school will assist teachers and other support staff with training throughout the year on how to reach out to and build relationships with parents and members of the community.

-Topics will include: the value and utility of parents, how to reach out and communicate with and work with parents as equal partners, coordinate parent programs/activities which build ties between home and school, provide information in a language that all parents can easily understand, and respond to parent requests for family and parent engagement activities.

-Throughout the year, we will ask for parent assistance and input as to how best to work and train our teachers to work with parents as equal partners

Lee County High School will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

-The school will work to respond and reasonably provide support for any parent to engage in school activities by parent request and by offering input throughout the year on the improvement of parent and family engagement programs.