



# Comprehensive Needs Assessment 2021 - 2022 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	K Hancock, H Wright, D Owens, K Taylor, J Knight, B Roberson
Team Member # 2	academic teachers	B Hagler, J Millsapp, J Weaver, A Trussell
Team Member # 3	elective teachers	T Davis, J Wanner, M Champion
Team Member # 4	Sped teachers	C Lynch, D Jones
Team Member # 5	Other staff reps	K Futch, A Brown, C Dorrough, M Wanner
Team Member # 6	Parent rep	School Council Rep
Team Member # 7	Community partner	Jason Anthony

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1		
Team Member # 2		
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	Parent Council
Stakeholder # 2	Community	Jason Anthony
Stakeholder # 3		
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	<ul style="list-style-type: none"> <li>- Establish team norms</li> <li>- review stakeholder feedback and perception data from multiple sources and surveys</li> <li>- maintain school council and meet quarterly</li> <li>- meet monthly with SGA</li> <li>- meet monthly with student leadership (PBIS)</li> <li>- parent meetings and newsletters</li> <li>- publish SIP to school website and review with stakeholder groups to elicit feedback</li> </ul>
--	---

## 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

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

## Coherent Instruction Data

<b>Curriculum Standard 2</b> -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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	
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

<b>Instruction Standard 1</b> -Provides a supportive and well -managed environment conducive to learning		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

<b>Instruction Standard 2</b> -Creates an academically challenging learning environment		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

## Coherent Instruction Data

<b>Instruction Standard 3</b> -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
<b>1. Exemplary</b>	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	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
<b>4. Not Evident</b>	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

<b>Instruction Standard 4</b> -Uses research based instructional practices that positively impact student learning		
<b>1. Exemplary</b>	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).	
<b>2. Operational</b>	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).	✓
<b>3. Emerging</b>	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
<b>4. Not Evident</b>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

## Coherent Instruction Data

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

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

## Coherent Instruction Data

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

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

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



## Coherent Instruction Data

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

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

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

## Coherent Instruction Data

<b>Assessment Standard 5</b> -Implements grading practices that provide an accurate indication of student progress on the required standards		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
<b>3. Emerging</b>	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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



## Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

<b>Professional Learning Standard 1</b> -Aligns professional learning with needs identified through analysis of a variety of data		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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).	✓
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
<b>3. Emerging</b>	Administrators and staff sometimes collaborate to improve individual and collective performance.	
<b>4. Not Evident</b>	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
<b>3. Emerging</b>	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some resources and systems are allocated to support and sustain professional learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
<b>3. Emerging</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
<b>4. Not Evident</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

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

## Family and Community Engagement Data

<b>Family and Community Engagement Standard 5</b> -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

<b>Family and Community Engagement Standard 6</b> -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

## Supportive Learning Environment Data

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	✓
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>School Culture Standard 1</b> -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
<b>4. Not Evident</b>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

## Supportive Learning Environment Data

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

<b>School Culture Standard 3</b> -Establishes a culture that supports the college and career readiness of students		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some evidence exists that the school supports the college and career readiness of students.	
<b>4. Not Evident</b>	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	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

## Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Staff teaching and learning survey; GA DOE Parent and Student Health Surveys; System survey results. School Parent engagement surveys. With Covid exemptions in place, CCRPI Surveys were not distributed and collected.</p>
<p><b>What does the perception data tell you?</b> (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Overarching need= increase parent communication and student understanding of what is being taught, how it is assessed, and why it is being taught. In addition, an increase in social emotional learning is needed to promote perseverance and coping skills to support the whole child/teen. In addressing these needs, it our hope to see an increase in parent engagement through a focus on attendance, resulting in a positive connection between school and community.</p>
<p><b>What process data did you use?</b> (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>eleot observations, TKES observations, Google Form classroom observations(Instructional walk-throughs); LCSS Family Engagement surveys</p>
<p><b>What does the process data tell you?</b> (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>increase differentiation and student-centered instructional strategies allowing for student-voice and efficacy in academic achievement; increase student formative self-assessment utilizing rubrics; a need for increase student engagement in classes through improved attendance and continued increase in parent engagement.</p>

What achievement data did you use?	lexile, EOC, EOPA, common formative assessment, other balanced scorecard data
What does your achievement data tell you?	PLC's are operational entering our 21-22 school year. The topic of LCHS PLCs continues to 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. Covid restrictions have provided opportunities to "think outside of the box" for strategies to engaged students in ownership of their academic success. This year we will focus on utilizing high leverage practices to strengthen our Tier 1 teaching strategies in the classroom.
What demographic data did you use?	discipline and attendance reports by subgroup
What does the demographic data tell you?	Discipline and Attendance data are inaccurate due to pandemic. Prior to pandemic, OSS numbers were declining in general based on clear guidelines in consequences for offenses. Attendance was on track with last year's data. We realize that attendance needs to be a focus in conjunction with continued improvement in parent engagement. In 20-21, attendance protocols were loosened due to Covid quarantines and restrictions. We realize that this is a retraining moment for our entire building moving forward.

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

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

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths</p> <ol style="list-style-type: none"> <li>1) LCHS is in year 4 of focusing on Teacher Clarity in PLCs. The language of teacher clarity has become a norm and expectation.</li> <li>2) Teachers are identifying students who need Tier 2 and Tier 3 academic interventions. Follow through has shown improvement.</li> <li>3) Teachers are leading professional development for sharing strategies to successfully use learning intentions and success criteria.</li> <li>4) PLCs consistently and collaboratively discuss strategies that work (why and how and with different groups).</li> </ol> <p>Challenges</p> <ol style="list-style-type: none"> <li>1) Continued momentum for implementation. We, as an admin and leadership team, decided that we would need building resets for everyone in the building.</li> <li>2) Gradebooks are not effective measures of student performance and mastery of standards (immediate feedback DURING the work session).</li> <li>3) Additional training on success criteria and student voice using rubrics to continue PLC focus from 21-22</li> <li>4) Continued emphasis on parental contact and support to improve attendance in the building.</li> </ol>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths -</p> <ol style="list-style-type: none"> <li>1) Admins meet weekly prior to PLCs to discuss data from classroom observations and decide course of action needed for the weekly PLCs.</li> <li>2) At the monthly Leadership meeting we determine as a team where we need (based on our data) to focus our professional learning.</li> <li>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.</li> </ol> <p>Challenges -</p> <ol style="list-style-type: none"> <li>1) Covid-19 has presented the greatest challenge to all. With new restrictions and changing guidelines, our focus often gets redirected to other areas such as contact-tracing, teacher coverage for absent teachers, students/staff quarantining, students going virtual or being called back into the building.</li> <li>2) Teachers feel overwhelmed and admins are working to combat morale as</li> </ol>



## Strengths and Challenges Based on Trends and Patterns

	<p>well as maintain an academic focus in the building.</p> <p>3) Prior to Covid, our leadership participated in instructional walkthroughs to provide peer feedback on instructional strategies. This will be an area that we need to prioritize for 21-22.</p>
--	---

<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strength -</p> <ol style="list-style-type: none"> <li>1) Professional learning has clearer expectations than in years past. We have implemented a plan for inspecting and evaluating our expectations which is based on classroom observation data.</li> <li>2) Parents are more informed about academics, events and resources through a monthly newsletter and social media/email blasts.</li> <li>3) Resources have been purchased and book studies for teachers and admin are being implemented.</li> <li>4) We have also added members to our Leadership Team to allow for a broader academic focus on each department's needs.</li> </ol> <p>Challenges -</p> <ol style="list-style-type: none"> <li>1) Covid-19 has presented the greatest challenge to all. With new restrictions and changing guidelines, our focus often gets redirected to other areas such as contact-tracing, teacher coverage for absent teachers, students/staff quarantining, students going virtual or being called back into the building.</li> <li>2) Teachers feel overwhelmed and admins are working to combat morale as well as maintain an academic focus in the building.</li> <li>3) We know that we have lost some ground due to Covid-19. With that said, we have a solid admin and leadership team that sees the need to maintain our focus on teacher clarity/efficacy, learning intentions and success criteria.</li> </ol>
---	--

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths</p> <ol style="list-style-type: none"> <li>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.</li> <li>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 .</li> <li>3) We offer multiple opportunities to encourage families to participate in the high school experience (kick-off, open house, orientation and sporting/fine arts events).</li> <li>4) We communicate news to our stakeholders through IC email blasts, Remind, social media blasts, monthly newsletters and weekly teacher memos.</li> </ol> <p>Challenges</p> <ol style="list-style-type: none"> <li>1) We are thrilled to not have hybrid learning, but also know that we will have new challenges to include lack of participation and lack of attendance. We recognize that bad habits will need to be broken. We will combat this utilizing building resets for all.</li> </ol>
---	---

## Strengths and Challenges Based on Trends and Patterns

	2) Results of stakeholder surveys reveal that parents report a lack of communication, or lack of timely communication from teachers about student performance.
--	--

<b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>1) LCHS Admin and Leadership Team worked to create PLC guidance for implementing Teacher Clarity - learning intentions and success criteria. We contracted with Middle GA RESA to support our professional learning.</li> <li>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. 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.</li> <li>3) 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. We added subjects in 20-21, which proved to be beneficial for many students. We will continue in 21-22.</li> <li>4) To track our teacher concerns for specific students, we have implemented a Google Form for the teachers to utilize and for admin and 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.</li> </ol> <p><b>Challenges</b></p> <ol style="list-style-type: none"> <li>1) Based on instructional walkthrough data, we determined specific teachers needing specific strategies to enhance student success. Pre-Covid we were addressing these issues with our tier 2 teachers. In 21-22, we know that we will need to work new and veteran teachers to implement Tier 1 high leverage practices to support student achievement. In addition, 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.</li> <li>2) Attendance or the lack thereof was revealed during all rounds of our CNA. We know that we will have the challenge of combatting the importance of attending all classes.</li> <li>3) With so many uncertainties and changes since March 2019, consistent accountability of the students proves to be a challenge.</li> </ol>
--	--

<b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p><b>Strength:</b></p> <ol style="list-style-type: none"> <li>1. We are typically provided an instructional allotment in the spring to provide for the needs in the building.</li> <li>2. Instructionally, we will be adding classroom sets of chrome books for each teacher this year.</li> <li>3. PD has been targeted on items specifically based on the needs of our faculty for success.</li> </ol>
--	---

## Strengths and Challenges Based on Trends and Patterns

	<p>4. Title I funds have afforded us the opportunity to purchase resources and materials need to support our instruction both virtually and in-person. These purchases will assist our ECD population, especially in the event we are in the midst virtual learning.</p> <p>Weaknesses: Social Distancing as required due to COVID is difficult to maintain in a building of high school students with 7 classes. Will we continue same protocols? Parental involvement is difficult as students are allowed to wear or not wear mask and maintain distance coming / going to school. This creates a difficult balance for school personnel to monitor and explain expectations when they change due to forces outside of our control. We hope that building resets will aide in this challenge.</p>
--	--

<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>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. 70 virtual opt-outs and 5 parent opt-outs.</p> <p>Weakness: During 20-21, students decided arbitrarily to stay home and log in virtually, some were sick and some were not. 20-21: EOCs counted .01%. Students knew that the state accountability piece of achievement was missing this year. Building resets and teacher clarity will be in our plans for combatting this issue(s).</p>
---	--

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	1) no achievement gap among students in courses with fully operational PLCs (USH and Geo)
-----------	---

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.

Challenges
------------

1) lack of teacher CLARITY among teachers who work with these students
--

### 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 teacher clarity 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	
---------------------------	--

##### Overarching Need # 2

Overarching Need	Identify students in need of interventions and inform parents as critical stakeholders.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
---------------------------	--

### 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 teacher clarity strategies within the classroom to increase student learning.**

##### Root Cause # 1

Root Causes to be Addressed	Continued training and coaching on teacher clarity, learning objectives, and success criteria with a focus on student voice utilizing rubrics to self-assess learning in the classroom. Ineffective strategies during PLCs -collaboration about the strategies (the how and why) Lack of implementation within the classroom (monitoring of student work, direct instruction, quantity over quality)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
----------------------	--

**Overarching Need - Identify students in need of interventions and inform parents as critical stakeholders.**

##### Root Cause # 1

Root Causes to be Addressed	Lack of understanding of effective Tier 1 teaching strategies - high leverage practices Lack of consistent implementation of Tier 2/3 interventions across the entire school day (7 classes) Students have low expectations for their own performance Parents need to be informed of the child's strengths / weaknesses and how they can impact learning.
This is a root cause and not a contributing cause or symptom	Yes

## Root Cause # 1

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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
----------------------	--



# School Improvement Plan 2021 - 2022



**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	Dee Ann Owens

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase teacher clarity strategies within the classroom to increase student learning.
Root Cause # 1	Continued training and coaching on teacher clarity, learning objectives, and success criteria with a focus on student voice utilizing rubrics to self-assess learning in the classroom. Ineffective strategies during PLCs -collaboration about the strategies (the how and why) Lack of implementation within the classroom (monitoring of student work, direct instruction, quantity over quality)
Goal	Increase the number of students moving from 1 performance band to the next by 3% by increasing teacher clarity and PLC effectiveness.

#### Action Step # 1

Action Step	Provide professional learning for teacher clarity using high leverage Tier 1 practices during our collaborative PLC.
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 and Effectiveness	target observation data based on monthly focus walkthrough data
Position/Role Responsible	Admin
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)?	
--	--

## Action Step # 2

Action Step	Beginning of the Year: Expectations for attendance-related items - class meetings. Reteaching parents/students expectations for attendance and behavior in class.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	IC Contact logs; ADM IC Reports
Position/Role Responsible	Admin
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)?	
--	--

## Action Step # 3

Action Step	Beginning of year: Expectations of adults in building to clarify resets in classroom, grading and technology uses. The purpose of this action step is to present an aligned approach as it pertains to grade-level and subject-specific expectations in our building.
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 and Effectiveness	Evaluators attending weekly PLCs and collaborative meetings. Documents from grade-level meetings are shared in each PLC as "Documents You Need to Know."
Position/Role Responsible	Admin
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)?	
--	--

## 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Identify students in need of interventions and inform parents as critical stakeholders.
Root Cause # 1	Lack of understanding of effective Tier 1 teaching strategies - high leverage practices Lack of consistent implementation of Tier 2/3 interventions across the entire school day (7 classes) Students have low expectations for their own performance Parents need to be informed of the child's strengths / weaknesses and how they can impact learning.
Goal	MTSS - Increase graduation rate to 92% for class of 2022.

## Action Step # 1

Action Step	Provide learning opportunities for Tier 2 and 3 students After school and Saturday School opportunities will be provided with transportation options for ECD population as an MTSS Tier 2 intervention.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	process documents, monthly MTSS mtgs. Effectiveness: (pull monthly grade reports and schedule monthly teacher mtgs as needed. Saturday School Monitoring documents
Position/Role Responsible	Admin
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)?	
--	--

## Action Step # 2

Action Step	Two times during the semester teachers will contact parents of students who have a grade of 70 or below to inform and offer student learning support resources.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Gradebook data IC Contact Logs
Position/Role Responsible	Admin
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)?	
--	--

## Action Step # 3

Action Step	MTSS committee will participate in "Grab-a-kid" intervention to provide mentor support via faculty member to biweekly check on Tier 3 students in effort to improve academic performance.
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 and Effectiveness	Tier 3 monitoring document IC Contact log Google Sheet per semester identifying Grab-a-kid
Position/Role Responsible	Admin
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)?	
--	--

## Action Step # 4

Action Step	Training/PLC with LCSS MTSS Coordinator (LCSS Director of Student Services) and committee members in building - documentation meeting Train new committee members: MTSS process: MTSS team to continue with parent meetings/contacts/teacher meetings to document progress
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

## Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Training/PLC Agendas and Sign-in documentation
Position/Role Responsible	Admin
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)?	
--	--

## Action Step # 5

Action Step	Create an attendance team working with students at-risk of chronically missing school.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring - Leadership meeting notes, Collab meeting notes, Google forms for parent surveys per quarter for attendance purposes.
Position/Role Responsible	Admin
Timeline for Implementation	Monthly



## Action Step # 5

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)?	
--	--

## Action Step # 6

Action Step	Create a team targeting attendance related behaviors (ie: leaving without permission, arriving late, etc.) Morning Tardy team - 7:30 detention/pull parking passes
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Leadership meeting notes, Collab meeting notes, Google forms for parent surveys per quarter for attendance purposes.
Position/Role Responsible	Admin
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)?	
--	--

### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Serving Children, PQ

##### Required Questions

<p><b>1</b> 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) was accomplished.</p>	<p>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.</p> <p>2) members from all stakeholder groups were present during SIP data review and work</p>
<p><b>2</b> Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>LCHS 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 EL, 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 LCHS a mentor program called Trojans 101. A LCHS admin is assigned to teachers who are not PQ to monitor their progress toward becoming in-field and/or PQ. Title services at LCHS are provided by highly qualified staff.</p>
<p><b>3</b> Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>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, USA Test Prep, and Khan Academy. 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 and before or after school tutoring.</p>

<p>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.</p>	N/A
--	-----

## 3. REQUIRED QUESTIONS

## 3.2 PQ, Federally Identified Schools, CTAE, Discipline

## Required Questions

5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	N/A
6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	<p>We have decreased our counselor caseloads so each counselor can meet with students individually twice per year. We have a career center where students participate in career inventories/research. 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 monthly. We administer PSAT, ASVAB, ACT, and Accuplacer on campus to help identify students in need of remediation, acceleration, AP classes, and Dual Enrollment classes. We have work-based learning coordinators 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 7 local institutions.</p> <p>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. 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.</p> <p>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.</p>

<p><b>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.</b></p>	<p>We are an operational PBIS school and monthly analyze data to monitor suspension rates and equity data.</p>
---	--

#### ADDITIONAL RESPONSES

<p><b>8 Use the space below to provide additional narrative regarding the school's improvement plan</b></p>	<p>Our district notified us of additional funds available to purchase items which aligned with our SIP. We sought guidance from our system administrators and were approved to make the following purchases:</p> <p>1. li dir="ltr" class set of chrome books - one per teacher li dir="ltr" ViewSonic touch panels li dir="ltr" Sat School- teachers for additional subjects. ex: AP, CTAE, etc li dir="ltr" Bus pick-up for transportation to Saturday or summer school</p> <p>The SIP has been updated/revised to denote these items. While they may not be listed specifically, they are referred to as resources and items for instructional support.</p>
---	--