



Comprehensive Needs Assessment 2022 - 2023 School Report



**Lanier County
Lanier 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	Principal	Reada Hamm
Team Member # 2	Assistant Principal	Scott Ray
Team Member # 3	CTAE Director	Shannon Danforth
Team Member # 4	ELA Department Chairperson	Wayne Partridge
Team Member # 5	Math Department Chairperson	Margo Montgomery
Team Member # 6	Science Department Chairperson/MSST	Tracy Danielson
Team Member # 7	Social Studies Department Chairperson	Ben Davis

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Guidance Counselor	April Gano
Team Member # 2	Special Ed Compliance Coordinator (SSIP)	Stephanie Giddens
Team Member # 3	CTAE Chairperson	Susan Schools
Team Member # 4	PBIS Coach	Bridget Tomlinson
Team Member # 5	Literacy Coach	Kathryn Bailey
Team Member # 6	Literacy Coach/GAP Coordinator	Deidre Chadwick
Team Member # 7	Student	Gaylen Griner
Team Member # 8	Student	Devonta Fudge
Team Member # 9	Student	Anaiya Labrador
Team Member # 10	Paraprofessional	Tamara Walton

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	Kyle Sirmans
Stakeholder # 2	Parent	Jessica Stiles
Stakeholder # 3	Parent	Tia Davis
Stakeholder # 4	Parent	Lottie Squires
Stakeholder # 5	Community Partner	Any Griffin
Stakeholder # 6	Community Partner	Amy Bennett
Stakeholder # 7	Student	Layla Davis
Stakeholder # 8	Student	Emily Stiles

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders are invited to participate in quarterly leadership meetings to plan, monitor, and revise the school improvement plan. Throughout the year, stakeholders are also asked to participate in multiple surveys to gather perception data. Stakeholders are also invited to participate in the district level and school level annual stakeholder meetings each spring
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>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).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>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.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	
School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<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	<p>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.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Georgia Student Health Survey Georgia Parent Survey Georgia School Personnel Survey Special Education Parent Survey Title I Parent Survey Interviews from Stakeholders Meeting</p>
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<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>The shared beliefs and values of stakeholders shape the culture at LCHS. School personnel utilize multiple surveys to gather valuable data regarding stakeholders' perception of the school's academic programs, culture, and policies of the school. Results of these surveys are used to inform the school improvement plan, school policies, and procedures.</p> <p>Results of the culture and climate surveys taken by stakeholders consistently reflect a favorable perception of LCHS. Parent and student feedback confirms the majority of our students have a least one adult advocate in the building. Specifically, students described their relationships with adult staff as being respectful, helpful and supportive. Students further expressed that they feel safe at school and view their classwork as "challenging."</p> <p>Overall, parents reported feeling that the school provides opportunities for them to participate in their child's education; that information about their child's education and events at the school were adequately provided through several means of communication; that parents feel they are actively involved in their child's education ; and that the school values their input. Additionally, parents expressed that they feel LCHS faculty and staff communicate high expectations of all students and that the instructional staff offers a variety of teaching strategies and engaging learning activities.</p> <p>The climate and culture survey taken by the LCHS faculty and staff shows that a majority of our faculty and staff describe peers as "respectful" and "supportive".</p> <p>Stakeholders would like to see a greater emphasis on career development in high school. Students expressed the need for more real-life problem solving activities.</p> <p>Teachers reported the need for additional induction/mentoring support for new teachers. They also expressed the need for more formal training on interpretation and use of student assessment data.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Policies and Procedures (grading, attendance, Code of Conduct) School Master Schedule Academic and Behavior Expectations (PBIS Matrix, Student and Teacher Handbooks, GA Code of Ethics) Discipline Data (PowerSchool/SWIS) Parent Involvement Procedures, Policy, and Data (Title I) Extracurricular Events and Participation Club Schedules and Rosters</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>Our first priority is to provide the best learning environment for all. To do so, a coordination of all stakeholders is needed to effectively and efficiently meet this goal. Strategic planning and collaborative conversations between district and school personnel, parents, students, and community representatives are essential to maximizing funds, services, and other resources.</p> <p>Formal procedures and processes are in place to ensure effective use of all resources. Rules and expectations of school personnel and students are clearly outlined in the student and teacher handbooks. Positive Behavior Intervention System (PBIS) has been implemented to promote a safe and orderly environment by emphasizing behavior expectations of all students. Academic and behavior expectations are communicated using multiple platforms: Back to School Nights, Student Handbook, Orientation, Parent and Family Engagement, school website.</p> <p>The master schedule with common planning time for academic and most CTAE teachers promotes collaboration and teamwork. Administrators and faculty also participate in Professional Learning Communities (PLCs) to build professional knowledge of the staff. In an effort to improve student achievement, academic performance data, attendance data, and discipline data are the central focus of all PLCs and PBIS meetings.</p> <p>To increase rigor, LCHS offers opportunities for students to accelerate through honors classes and dual enrollment. LCHS partners with regional post secondary institutions to offer academic and career-technical courses through dual enrollment. Many dual enrollment courses offered on the LCHS campus, and students have full access to courses offered on the college campuses.</p> <p>A multi-tiered systems of support are also provided for students who are not meeting grade level expectations, or may be at risk for not graduating in four years. The Growth Measure is administered to students in grades 9-11, along with other data (course grades and previous standardized test results), are used to identify students who are at risk. Those identified are supported through Tier 2 interventions, Tier 3 interventions, 504, or Special Education services.</p> <p>Check and Connect is a mentoring program which focuses on students who are at risk for not graduating in four years. There are six trained mentors who work closely with mentees to promote good attendance, grades, goal-setting and social-emotional wellbeing.</p> <p>The school plays an integral part in contributing to the positive culture of the community. School sponsored activities are often what brings the local citizens together. These include parent and family engagement events, athletic events, band concerts, community pep rallies and parades. LCHS also offers a wide range of clubs for students to be active and gain leadership experience. These clubs include Skills USA, FCCLA, FFA, School Council, 4-H,</p>
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	BETA/LEO. Students can also apply to participate in community based organizations such as Leadership Lanier Youth (every two years) and Farmers and Merchants Bank Junior Board, based on academic standing.
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What achievement data did you use?	End of Course Data End of Pathway Assessments Course Grades (GPA) Lexile Scores Graduation Rate
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What does your achievement data tell you?	<p>Student achievement data reflects a great weakness in the areas of reading and math. These deficits significantly impact the performance in science, social studies and CTAE classes. Lexile levels are low due to underdeveloped vocabulary and poor comprehension skills, which in turn become evident in students' writing skills. In 2019, approximately 36% of the student population scored in the proficient and distinguished categories on math and reading EOC assessments. However, Student Growth Percentiles (SGP) indicate that more students are making typical to high growth on EOC assessments. In 2021, the percentage of students scoring in the proficient and distinguished categories decreased to approximately 26%. The significant decrease is likely attributed to virtual learning and students knowing the EOC weight was reduced to .01%, having little impact on their course grade.</p> <p>Black students and students with disabilities are the two most concerning subgroups. Our black students are not making improvements in achievement rate as other subgroups in the areas of ELA, and Math. The same holds true for students with disabilities. However, in 2021, students with disabilities have made significant improvement in reaching the proficient level on all four EOC assessments. The achievement gap is still very apparent among black and students with disabilities as compared to white students.</p> <p>Write Score assessments were taken by students in grades 9 and 11. Results vastly improved end of year as compared to beginning of the year. In 9th grade, the average was 2 out of 7 and by the EOY, the average score was 4.24 out of 7. In 11th grade, BOY average was 3.73 and EOY was 4.37 out of 7. To address these deficiencies in all subjects, ELT (Extended Learning Time) was implemented to improve performance on EOC and pass rate of courses, so students can successfully stay on track for graduation. It is evident by tracking grade distributions and course completion data that ELT has had somewhat of a positive impact on pass rate of all courses, and by each subgroup; especially black students and students with disabilities. However, we are more inclined to believe that the increase in course pass rate is due to the fact that late/make-up work is accepted without penalty.</p> <p>When tracking LCHS's ten homeless students, 5 have attendance issues, but 7 of the 10 are passing all 4 classes as of second semester of 2021-22 school year. Likewise, the nine EL students enrolled have good attendance and are passing</p>
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	<p>all four classes.</p> <p>Graduation rate has improved over the past four years. LCHS graduation rate in 2018 was 79.6, which was slightly below the state average. There was a significant increase graduation rate in 2019 with LCHS reaching 84.3%, which was slightly above the state average. The 2020 graduation rate was 92.1%, which was well above the state average of 83.8%. In 2021, graduation rate dipped to 88%, which was still above the state average of 83.7.</p>
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<p>What demographic data did you use?</p>	<p>Enrollment data Attendance Student Subgroups (ethnicity and services) Socio- Economic Status Student and Staff Attendance Mobility rate Grad Rate Parent Involvement Course Enrollment Patterns Discipline Data (referrals, suspensions, etc.) Extracurricular Participation</p>
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<p>What does the demographic data tell you?</p>	<p>Enrollment at Lanier County High has fluctuated slightly over the past five years, with the average being 425 students. All students are considered economically disadvantaged. Sixty percent of the population are White, 28% are Black, 4% are Multi-racial and 8% are Hispanic.</p> <p>There were many students with chronic attendance issues. White students tend to have more absences than any other subgroup. Over 160 students missed more than 10 days of school during the 2021-22 school year. This is a significant increase over previous years.</p> <p>During the 2020-21 school year, only 108 discipline referrals were reported. This is a significant decrease over two previous years (246 referrals in 2019 and 216 referrals in 2020). Many restrictions were in place due to Covid.</p> <p>As of March of the 2021-22 school year, 150 office discipline referrals were reported. This is higher than the previous year, but still significantly lower than 2019 and 2020. Many referrals are attendance related.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team identified ELA as a district wide weakness. It was also noted that black students score significantly lower than other subgroups. In 2021, only 16% of the students who took American Literature scored at the proficient and distinguished level. In 2022, 48% of the students scored at the proficient and distinguished level. This is a significant loss compared to the 73.71% the 2019-20 school year. Similarly, Growth measure results indicate 63% of 11th graders are approaching or above grade level. In 2022, 34.7% of the students taking Algebra I scored in Levels 3 and 4. Again, there is a gap in performance between white students and all other subgroups. In 2022, 44% of the students taking Biology scored in Levels 3 and 4. This is a decrease over the previous year of 50%. In 2022, Social Studies students scoring at levels 3 and 4 increased to 26%. The previous years with only 14% reaching proficient/distinguished levels. It should also be noted that these results do not include students taking Dual Enrollment classes (US History). Write Score assessments were taken by students in grades 9 and 11. Results vastly improved end of year as compared to beginning of the year. In 9th grade, the average was 2 out of 7 and by the EOY, the average score was 4.24 out of 7. In 11th grade, BOY average was 3.73 and EOY was 4.37 out of 7. Teachers will continue to work collaboratively during PLCs to align instruction and assessments to the DOK level of the content standards.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Staff survey data was very positive when questioned about the leadership of the school. All faculty and staff members who took the survey feel supported by administrators and relayed that leaders act with integrity and demonstrate professionalism. Teachers would like greater distribution of leadership roles among the faculty. The school leadership team meetings are open for all faculty to attend, if they so chose. The PBIS team members were asked to attend leadership team meetings for collaboration and planning purposes. This made the implementation of the SIP and PBIS implementation plan more effective. The principal and assistant principal have both benefited from attending leadership academies offered by Coastal Plains RESA. This provides</p>
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Strengths and Challenges Based on Trends and Patterns

	opportunities to collaborate with area school leaders.
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>LCHS has to replace approximately 25% of the faculty each year. This can be a challenge, particularly trying to secure highly qualified teachers in the areas of Math, Science, and Special Education. To assist with retention of teachers, Lanier County Schools offers support through the tiered mentor program for teachers.</p> <p>Teachers and staff also benefit from school level professional learning. Two Curriculum and Instructional Coaches have been very instrumental in providing whole group, small group, and individualized professional learning during the 2021-22 school year. Training topics included writing instruction, structuring the 90-minute block using the Instructional Framework, strengthening instructional strategies to promote student engagement, and Understanding by Design to strengthen the alignment of assessments and instruction.</p> <p>Professional Learning Communities meet monthly to ensure alignment of content standards to instruction and assessments. Each team reviewed the depth of knowledge of standards and revised assessments to the appropriate DOK level.</p> <p>There is a need for additional training on effective accommodations to reach students with disabilities, vocabulary development strategies, differentiation for SWD and Gifted students, and classroom management.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>During 2021-22, multiple Parent and Family Engagement opportunities were offered at LCHS. <i>Ninth Grade Orientation</i> was held face to face in July. <i>Understanding Assessments at the High School Level</i> was held in November. <i>Literacy Night (Literacy for LIFE)</i> was held in February and was well-attended. Math and Science departments collaborated and held <i>CSI Night</i> in April. <i>Honors Night</i> is also a highlight of the year and is well attended by parents and the community.</p> <p>Parents responded favorably when asked about the safety and security of LCHS, and their knowledge of school expectations. Stakeholders also attended the Title I Stakeholder Meetings at the district and school level in May to give feedback and make recommendations for the school improvement plan. Parents spoke highly of the school's Facebook page and website. Parents requested multiple means of communication and for information to be disseminated more frequently.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Check and Connect is a mentoring program that was implemented in 2018 and has continued through 2022. This mentoring program has shown positive results by participants. Mentors are paired with at-risk students to ensure students stay on track to graduate in four years. Check and Connect is a SSIP initiative.</p> <p>LCHS's students with disabilities population has grown over the past three years. Each year additional teachers have been hired to serve as co-teachers. Co-teachers have been assigned to serve specific content areas to allow for collaboration during planning and greater focus on content specific standards. Dual enrollment opportunities are offered through our partnership with area post-secondary institutions.</p> <p>Extended Learning Time is built into the master schedule to allow teachers and students to remediate and/or accelerate based on students' needs.</p> <p>LCHS is in the fourth year of full implementation of PBIS. This initiative has provided teachers and students with a common language for staff and students regarding behavioral expectations. PBIS has helped us to improve the culture and climate of LCHS.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Enrollment at Lanier County High has fluctuated slightly over the past five years, with the average being 435 students. All students are considered economically disadvantaged. Sixty percent of the population are White, 28% are Black, 4% are Multi-racial and 8% are Hispanic.</p> <p>There were many students with chronic attendance issues. White students tend to have more absences than any other subgroup. Over 160 students missed more than 10 days of school during the 2021-22 school year. This is a significant increase over previous years.</p> <p>In 2020-2021, the district began consolidation of funds. This allowed for greater flexibility and coordination of funds. The district also received L4GA Grant to improve the literacy efforts across the district.</p>
<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Student achievement data reflects a great weakness in the areas of reading and math. These deficits significantly impact the performance in science, social studies and CTAE classes. Lexile levels are low due to underdeveloped vocabulary and poor comprehension skills, which in turn become evident in students' writing skills. In 2019, approximately 36% of the student population scored in the proficient and distinguished categories on math and reading EOC assessments. However, Student Growth Percentiles (SGP) indicate that more students are making typical to high growth on EOC assessments. In 2021, the percentage of students scoring in the proficient and distinguished categories decreased to approximately 26%. The significant decrease is likely attributed to virtual learning and students knowing the EOC weight was reduced to .01%, having little impact on their course grade.</p> <p>Black students and students with disabilities are the two most concerning</p>

Strengths and Challenges Based on Trends and Patterns

	<p>subgroups. Our black students are not making improvements in achievement rate as other subgroups in the areas of ELA, and Math. The same holds true for students with disabilities. However, in 2021, students with disabilities have made significant improvement in reaching the proficient level on all four EOC assessments. The achievement gap is still very apparent among black and students with disabilities as compared to white students.</p> <p>To address these deficiencies in all subjects, ELT (Extended Learning Time) was implemented to improve performance on EOC and pass rate of courses, so students can successfully stay on track for graduation. It is evident by tracking grade distributions and course completion data that ELT has had somewhat of a positive impact on pass rate of all courses, and by each subgroup; especially black students and students with disabilities. However, we are more inclined to believe that the increase in course pass rate is due to the fact that late/make-up work is accepted without penalty.</p> <p>When tracking LCHS's ten homeless students, 5 have attendance issues, but 7 of the 10 are passing all 4 classes as of second semester of 2021-22 school year. Likewise, the nine EL students enrolled have good attendance and are passing all four classes.</p> <p>Graduation rate has improved over the past four years. LCHS graduation rate in 2018 was 79.6, which was slightly below the state average. There was a significant increase graduation rate in 2019 with LCHS reaching 84.3%, which was slightly above the state average. The 2020 graduation rate was 92.1%, which was well above the state average of 83.8%. In 2021, graduation rate dipped to 88%, which was still above the state average of 83.7.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	<p>EL learners have had consistent attendance and have maintained a high pass rate of classes.</p> <p>Students with disabilities had made gains in Science, but the trend is not maintaining.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Challenges	High turnover rate of Special Education teachers is a challenge for LCHS. Our SWD population is increasing and teachers have been added to serve as co-teachers, but we are also having to retrain new hires yearly.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Improve teaching and learning practices to meet the academic targets for all students while closing the achievement gap among subgroups.
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	
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Overarching Need # 2

Overarching Need	Improve School Climate and Culture
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Improve teaching and learning practices to meet the academic targets for all students while closing the achievement gap among subgroups.

Root Cause # 1

Root Causes to be Addressed	Lack of academic rigor and relevance of daily instruction to match content standards for all students and subgroups.
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 I, Part C - Education of Migratory Children 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	
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Root Cause # 2

Root Causes to be Addressed	Lack of shared expectations for instructional planning and practices.
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 I, Part C - Education of Migratory Children 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

Root Cause # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of effective implementation and monitoring of professional learning to strengthen professional capacity.
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 IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Accommodations to support SWD have not proven to be effective.
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

Additional Responses	
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Root Cause # 5

Root Cause # 5

Root Causes to be Addressed	Lack of common planning time for special education and regular education teachers.
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

Additional Responses	
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Root Cause # 6

Root Causes to be Addressed	Lack of transitional support for students as they enter high school.
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 IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 7

Root Causes to be Addressed	High percentage of students entering high school who read below grade level expected Lexile range.
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

Additional Responses	
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Overarching Need - Improve School Climate and Culture

Root Cause # 1

Root Causes to be Addressed	Lack of clear and consistent attendance practices and incentives to address attendance issues.
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 I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of consistent and supportive communication with all stakeholders.
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 I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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School Improvement Plan 2022 - 2023



**Lanier County
Lanier County High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Lanier County
School Name	Lanier County High School
Team Lead	Reada Hamm
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" 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	Improve teaching and learning practices to meet the academic targets for all students while closing the achievement gap among subgroups.
Root Cause # 1	Accommodations to support SWD have not proven to be effective.
Root Cause # 2	High percentage of students entering high school who read below grade level expected Lexile range.
Root Cause # 3	Lack of academic rigor and relevance of daily instruction to match content standards for all students and subgroups.
Root Cause # 4	Lack of common planning time for special education and regular education teachers.
Root Cause # 5	Lack of effective implementation and monitoring of professional learning to strengthen professional capacity.
Root Cause # 6	Lack of shared expectations for instructional planning and practices.
Root Cause # 7	Lack of transitional support for students as they enter high school.
Goal	Improve CCRPI score 3% of the gap.

Action Step # 1

Action Step	Provide professional learning to improve Tier 1 instruction for all students. Backward Design (Planning, Assessments, DOK) Data Review and Monitoring Process through common benchmarks Creating Quality Assessments Instructional Framework Instructional Strategies
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Observation Data Planning and Instructional Documents PL Feedback Surveys EOC Results

Action Step # 1

Success Criteria for Implementation	Course Pass Rate
Success Criteria for Impact on Student Achievement	Improved EOC performance
Position/Role Responsible	Professional Learning Director Principal Instructional Coaches Teachers
Timeline for Implementation	Monthly

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

Action Step	Provide coherent instruction and assessments aligned with Georgia standards. Implementation of Instructional Framework Aligned lesson plans and assessments (Priority standards with curriculum maps and pacing guides) Improved questioning techniques/DOK (during instruction and assessments) Data Review and Monitoring of Benchmark Assessments Instructional Strategies
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 2

Success Criteria for Implementation	Observational Data Planning and Curriculum Documents (assessments, plans, pacing guides) Student Survey Data
Success Criteria for Impact on Student Achievement	Improved EOC performance Increase in attendance Increase in course pass rate
Position/Role Responsible	Principal Instructional Lead Teachers Teachers
Timeline for Implementation	Monthly

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

Action Step	Develop structured tasks for each grade level to promote post-secondary and career exploration.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	Student e-Portfolios Student Surveys
Success Criteria for Impact on Student Achievement	Student e-Portfolio Increase in course pass rate Increase in Career Pathway completion
Position/Role Responsible	Principal Teachers

Action Step # 3

Position/Role Responsible	CTAE Director
Timeline for Implementation	Monthly

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

Action Step	Serve at-risk students through reading and math intervention class.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Course Schedule Student Survey Improved pass rate of core courses Improved attendance Improved EOC results
Success Criteria for Impact on Student Achievement	Increased pass rate of core courses Increased attendance Increase graduation rate Improved EOC results
Position/Role Responsible	Principal Teachers Counselor
Timeline for Implementation	Weekly

Action Step # 4

<p>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)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve School Climate and Culture
Root Cause # 1	Lack of clear and consistent attendance practices and incentives to address attendance issues.
Root Cause # 2	Lack of consistent and supportive communication with all stakeholders.
Goal	Improve Star Climate Rating by 3% of the gap.

Action Step # 1

Action Step	Implement PBIS with fidelity.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	Discipline Data Attendance Data
Success Criteria for Impact on Student Achievement	Decrease in discipline referrals Increase in student attendance Increase in course pass rate
Position/Role Responsible	PBIS Team Members Administrators
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)?	RESA GaDOE PBIS Initiative
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Action Step # 2

Action Step	Promote communication and collaboration among stakeholders by using a variety of platforms.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Attendance at Parent and Family Engagement Events Stakeholder Meetings Stakeholder Surveys Usage of Website and Social Media Platforms
Success Criteria for Impact on Student Achievement	Increase in student attendance Increase in course pass rate
Position/Role Responsible	Principal Teachers
Timeline for Implementation	Weekly

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>LCHS solicited feedback from all stakeholders. Feedback was used from the latest administration of the Georgia School Personnel Survey and a local survey regarding effective leadership, coherent instruction, supportive learning environment, family and community engagement, professional capacity, and professional learning needs. Parents and students also completed surveys to gather perception data of the school's effectiveness.</p> <p>Teachers, students, parents and paraprofessionals also served on the school improvement team and monitored progress on the 2021-22 school plan during the year.</p> <p>Stakeholders (teachers, students, paraprofessionals, community partners, district personnel and board members) met multiple times at the district and school level to provide feedback when completing needs assessment, identification of trends, strengths, weaknesses and goals for 2022-23 school year.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All teachers at Lanier County High School are certified, or are enrolled in the appropriate program of study, in order to effectively teach the content areas where assigned. Students are equitably enrolled in classes at the high school level. Often, there is only one or two teachers who teach the content courses.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Lanier County High School's Schoolwide Title I Program utilizes research-based strategies to address reading and math deficiencies. All teachers receive ongoing professional learning and support from the Curriculum and Instruction Coaches. Afterschool tutoring in reading and math is provided Tuesday-Thursday for all students.</p> <p>ELA teachers utilize story mapping, the connection between self and text, and a positive learning environment. The teachers also use mixed-media, including Lexile-appropriate novels, short stories, films, art and news articles to form a mixed-methods approach to increase reading comprehension. The data collection methods for determining the program's effectiveness include Growth Measure and Write Score screenings, weekly individual student grade conferences (progress monitoring), and item analyses on summative assessments. The teachers use daily formative assessments such as classroom observations of student work and discussions, writing assignments, small group and whole group activities, and computer assignments to frequently monitor student progress. Each student is made aware of their Lexile level, what it means, and where they need to be to when it comes to grade-level proficiency. Students set goals at the beginning of the semester, and after their benchmark screenings, they have an individual conference with their teacher to discuss their progression toward their set goal.</p>

	<p>To address those who are working below grade level in reading, students are scheduled in an intervention class where small group instruction and computer-based interventions are provided. Students are also encouraged to attend afterschool tutoring that is offered to all students.</p> <p>In Math, students are rank ordered using previous course grades and standardized test data. Based on the rank order, students are scheduled in year-long Algebra I and Geometry classes to allow additional time to master the content standards for these courses. In addition, students are assigned to a math intervention class where small group instruction and computer-based interventions are provided. Students are also encouraged to attend afterschool tutoring that is offered to all students.</p> <p>Currently, there are no institutions for neglected or delinquent children in the school district.</p>
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<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>	<p>Not applicable: LCHS is a Schoolwide Title I School.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>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.</p>	<p>N/A</p>
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<p>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>	<p>LCHS offers multiple opportunities for students and parents to make a smooth transition from middle school to high school, as well as transitioning to college, military, or the workforce following graduation.</p> <p>Beginning in February of each year, eighth grade students begin a rotation to visit all CTAE classes offered at LCHS. Exposure to these programs of study allows students to see the pathway opportunities that are available through CTAE so they will have some background knowledge when registering for classes. Students are also made aware of dual enrollment opportunities prior to registration.</p> <p>After students have completed the CTAE rotation, parents and students are invited to attend Ninth Grade Orientation. During this event, teachers, administrators, and the guidance counselor provide parents with information about each department, grading policies, graduation requirements, the importance of building a strong GPA, End of Course assessments, dual enrollment opportunities, and the other school level information. Teachers, administrators and the guidance counselor walk through the registration process step by step with students and parents during the orientation. Students are provided with a <i>Freshmen Survival Guide</i> outlining important information, testing dates, helpful hints, and contacts for support.</p> <p>Before school begins, parents and students are invited to Back to School Night where students receive their schedules and have the opportunity to meet their teachers. Much of the same information given at orientation is reviewed again. Additionally, all students are assigned to an academic advisor who provides ongoing support to ensure a smooth transition to high school.</p> <p>For Juniors and Seniors approaching the end of their high school careers, the guidance counselor arranges multiple visits from surrounding post-secondary institutions. We schedule on-site SAT administration twice each year so students do not have to travel to take the SAT. Recruiters also visit throughout the year to meet with students who are interested in joining the military. Each spring, an on-site College Application Day is offered where area colleges or career technical schools assist with the registration process and waive the application fees. A representative from FAFSA comes to campus to assist parents with completing federal financial aid applications.</p> <p>Our school sponsors an annual Career Fair which has a wide variety of vendors from the surrounding area including colleges, military recruiters, and</p>
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	<p>representatives from businesses. All students in grades 8-12 attend the career fair. We also take students to events held at Wiregrass Technical College and Valdosta State University to participate in similar events so students can gain first hand exposure to opportunities available on each of these campuses. Local businesses play a huge role in transitioning our students to college, career or military. Our Work Based Learning program is highly sought by students because of the valuable skills gained through on the job training. There are approximately 50 employers who sponsor high school students for employment or internship. We average 70 students per semester in the Work Based Learning Program.</p> <p>Community partners, such as GA PrintCo, allow our students to tour their facility and apply for jobs or job shadowing opportunities. The local Chamber of Commerce sponsors mock interviews so Seniors have the experience of participating in the application and interview process prior to graduating. LCHS has also partnered with the local Chamber of Commerce and bank to promote participation in civic organizations such as Leadership Lanier Youth and the Farmers and Merchants Bank Junior Board.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Lanier County High School is a PBIS school. We have school wide expectations that are taught and supported by an incentive program. We have a consistent progressive discipline plan as part of our school's code of conduct. Classroom teachers have clear classroom management plans and specific expectations that are communicated through the classroom matrix. There are multiple steps that must be exhausted before a student is removed from class or suspended from school.</p> <p>Teachers and administrators review policies and procedures as a means of prevention to alleviate situations that have the potential to spark discipline problems. A great deal of time is invested in building relationships with students through ELT (Extended Learning Time) and extra-curricular events to create a positive climate for students and parents.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>The school improvement plan encompasses a clear plan for increasing student achievement, as well as building a safe and positive culture for all students. A collective group of stakeholders, who are a true representation of our population, participated in the development of this plan. Through the process used to develop this plan, we were able to review a wide range of data and determine root causes for weaknesses. The actions steps and timelines are aggressive, yet realistic for what we plan to achieve.</p> <p>Lanier County High is also accredited by the Georgia Accreditation Council and Cognia. Accreditation through GAC was renewed during the 2021-22 school year. LCHS will go through the Cognia 5- year review during the 2022-23 school year. These accrediting agencies support our ongoing quest to improve teaching and learning for all students.</p>
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