

Lee County High School  
School Improvement Plan  
School Number 336

**Executive Summary**  
**Lee County High School**

Lee County High School (LCHS) serves a diverse population with a variety of special needs. Of the 1518 students at Lee County High School, 50.1% (761) are male and 49.8% (757) are female. The racial demographics are as follows: 45% (684) are White, 29.7% (452) are Hispanic, 21.3% (324) are Black, 2.4% (37) are Multi-racial, less than one percent (10) are Asian, less than one percent are Native Hawaiian/Pacific Islander and less than one percent are Native American/Alaskan Native (10.) In 2015-2016, 49% of students receive free lunch and 5.5% receive lunch at a reduced rate for a total of 54.7% of students who receiving assistance. This is an increase of 3.1% over the previous school year.

Lee County High School serves 672 students with special needs. The Academically Gifted (AIG) Program has 313 students (35 more than '14-'15), English Language Learner (ELL) program has 165 students (44 more than '14-'15) receiving direct services and an additional 51 students who are being monitored after having exited recently from the program. Exceptional Children (EC) program has 143 students (up 18 from '14-'15). Overall, LCHS has increased the number of students with special needs by 148 students from 35.2% in 2014-2015 to 41.2% in 2015-2016.

It is the mission of Lee County High School (LCHS) to provide a quality education for every student. In order to fulfill that mission, we analyze information regarding performance of students, effectiveness of academic and support programs, quality of instruction, school climate and culture, and school safety. Based on the analysis 2014-2015, LCHS School Improvement Team (SIT) has developed three areas for focused improvement.

**Priority Goal 1**

Upon examination of our EOC data for 2014-2015, the overall growth score was of significant concern. The growth for LCHS is measured by using three courses: Biology, English 2, and Math 1. As we noted that we exceeded the state average in our cohort graduation rate, have added an IB Programme, added two new Academies, tripled the number of AP exams taken by students, improved Advisor/Advisee, increased stakeholder communication, increased the number of credentialing certificates, added a College Advisor, increased the number of CCP courses taken, expanded our AVID trained site team members, and made significant progress in student attendance issues by addressing students who "carried" incompletes on their transcripts across many years, we have placed our focus on increasing growth scores in 2015-2016. The plan states that we will place emphasis on understanding what students have learned and need to learn to achieve growth across all subgroups. In addition, we will focus on alignment of our curriculum with state standards. Additional tutorials will be planned and implemented to address the needs of our students across all subgroups and achievement levels.

*Strategy 1: Teachers will disaggregate data in EOC courses, create, and implement interventions as needed across all subgroups.*

*Strategy 2: Tutorials will be provided in Biology, English 2, and Math 1.*

*Strategy 3: Faculty will ensure that instruction is aligned with NC standards in Biology, English 2, and Math 1.*

**Priority Goal 2**

By June 2016, Lee County High School will increase college readiness by .5 on ACT composite measure. On the ACT, 44.3% of Lee County High School students met proficiency while the state average was 59.3%. Students performed lowest on the Science subject area test in both 2013 and 2014. In 2014, African-American students were the lowest performing subgroup on the ACT at a 13.1% showing a significant discrepancy with peers in all other subgroups. In addition, Hispanic students performed below expected levels at 26.9%. Students with disabilities showing proficiency on the ACT increased from 14.8% in 2013 to 37% in 2014. Students who are identified within the two or more races subgroups showed an increase in proficiency from 25% in 2013 to 72.7% in 2014. While we have seen significant increase in these two subgroups, we recognize the need to increase our ACT performance across all subgroups. As a result, the plan states we will focus on the instruction of literacy skills across all content areas. We believe increasing the literacy skills will impact the overall performance of our students on the ACT college readiness measure. By utilizing research based instructional literacy strategies across all content areas at LCHS, students will have consistent instruction in literacy. In addition, ACT preparation activities will be provided across all content areas and grade levels at LCHS in 2015-2016.

*Strategy 1: Teachers will utilize four AVID literacy strategies in classroom instruction across all content areas.*

*Strategy 2: Teachers will utilize ACT preparation strategies within classrooms across content areas.*

**Priority Goal 3**

By June 2016, Lee County High School will increase participation rates in targeted subgroups on the ACT and on the Work keys assessments to at least 95%. Based on the previous school years data, we found that there is a need for specific a focus on ensuring the participation rates of targeted subgroups on the Work Keys and ACT assessments. Lee County High School will improve systems of identification, monitoring, collaboration, and communication to ensure the participation of students across all subgroups on ACT assessment measures including the Work Keys test. The plan includes specific strategies to inform and to educate all stakeholders in the important of these assessments including the benefits of increased achievement on these assessments.

*Strategy 1: Faculty and support staff will increase monitoring of students who have not earned credits to be 12th graders but have the potential to graduate and, as a result, would be required to test.*

## **Central Office Support for Lee County High School**

### **Student Support**

- After school and in-school tutorials for EOC preparation—after school students are provided transportation home
- Provide support for writing, inquiry, collaboration, organization, and reading to improve literacy skills at the high school level through Advancement Via Individual Determination (AVID)
- Developed prep course to support student performance on the ACT
- Utilize an Advisor/Advisee program at the high schools to support students

### **Teacher Support**

- New lead teachers in language arts, math and science for EOC/EOG support at the secondary level
- Teacher websites are being developed in all core subject areas to house district pacing guides, PowerPoints, daily lessons, practice assessments, science labs, vocabulary activities, and teacher videos of best practice
- Support from the central office level to help teachers analyze student level data and student growth projections
- Weekly meetings of teachers at the building level to align what is being taught/assessed in classrooms
- Quarterly assessments for students to determine progress and provide interventions and enrichment
- Professional Development in subject areas to align curriculum with EOCs
- Sheltered Instructional Observational Protocol (SIOP) training for teachers of core areas and English as a Second Language
- Enhanced plan for new teacher support in high schools
- Prep books for teachers and students to better align curriculum and provide additional resources for students
- Provided Understanding by Design approach at the secondary level to help teachers with planning and deep student learning required by the Common Core

### **Overall Support**

- Analyzed student data to determine projected growth numbers—central office personnel evaluated in consultation with high school principals
- Had DPI expert work with high school administrators to review growth data
- Realigned responsibilities of the Director of ESL to include literacy support at the secondary level
- Realigned responsibilities of new Assistant Superintendent of Curriculum & Instruction and created Executive Director of Accountability position to oversee tested EOC areas

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LEA or Charter Name/Number:  
 School Name/Number:  
 School Address:  
 Plan Year(s):  
 Date prepared:  
 Principal Signature:

Lee County Schools - 530  
 Lee County High School- 336  
 1708 Nash Street Sanford, NC 27330  
 2013-2014  
 15-Sep-13

Date

Local Board Approval Signature:

Date

**School Improvement Team Membership**

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Name	Committee Position
Principal	Kenna Wilson	Michael Wilkins	Teacher Representative
Assistant Principal Representative	Andrew Keller	Angela Murchison	Teacher Representative
Assistant Principal Representative	Frank Thompson	Maite Lamberri	Teacher Representative
Assistant Principal Representative	Mark West	Michael Morgan	Teacher Representative
Assistant Principal Representative	Mari Westforth	Reginald Peace	Teacher Representative
Teacher Representative	Justin Wilkinson	Denise Riley	Guidance Counselor
Teacher Representative	Jessica Hamilton	Colbie Normann Stevens	Student Representative
Teacher Representative	Andrew Marshall	Caroline Fleming	Student Representative
Teacher Representative	Elayne Monjar	Tamara Lewis	Parent Representative
Teacher Representative	Quinlan Henry	Robert Newby	Administrative Intern
Teacher Representative	Laura Watson		
Teacher Assistant Representative	Gabriel Reynolds		
Teacher Representative	Christina Granados		
Teacher Representative	Matt Decerbo		
Teacher Representative	Stephen Roman		
Teacher Representative	Cindy Kelly		
Teacher Representative	Angela Murchison		
Teacher Representative	Alison Poole		

## **State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century**

**Goal 1** – North Carolina public schools will produce globally competitive students.

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> Century professionals.

**Goal 3** – North Carolina Public School students will be healthy and responsible.

**Goal 4** – Leadership will guide innovation in North Carolina public schools.

**Goal 5** – North Carolina public schools will be governed and supported by 21<sup>st</sup> Century systems.

**District Goals for Lee County**

**District Goal 1:** Attaining rigorous, challenging, and meaningful academic programs.

**District Goal 2:** Creating community schools and ensuring community involvement.

**District Goal 3:** Ensuring quality leadership.

**District Goal 4:** Enhancing a welcoming culture of support and collaboration.

**District Goal 5:** Developing efficient and effective support operations.

## **School Vision and Mission Statements for Lee County High School**

### **Vision:**

Student learning is the chief priority of the school. Students' learning needs should be the priority focus of all decisions impacting the work of the school. Students need to not only demonstrate their understanding of essential knowledge and skills but also need to be actively involved in solving problems and producing quality work. Students need to apply their learning in meaningful contexts. Students learn in different ways and should be provided with a variety of instructional approaches to support their learning. Students learn best when they are actively engaged in the learning process. A safe and physically comfortable environment promotes student learning. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

### **Mission:**

It is the mission of Lee County High School, as a comprehensive high school, to provide a quality education for every student. The combined efforts of our administration, faculty, and staff are dedicated to acquiring the tools, facilities, support, and cooperative assistance necessary for all students to reach their potential and maximize their chances for future success.

### **Purpose and Beliefs:**

It is the mission of Lee County High School, as a comprehensive high school, to provide a quality education for every student. The combined efforts of our administration, faculty, and staff are dedicated to acquiring the tools, facilities, support, and cooperative assistance necessary for all students to reach their potential and maximize their chances for future success. Student learning is the chief priority of the school. Students' learning needs should be the priority focus of all decisions impacting the work of the school. Students need to not only demonstrate their understanding of essential knowledge and skills but also need to be actively involved in solving problems and producing quality work. Students need to apply their learning in meaningful contexts. Students learn in different ways and should be provided with a variety of instructional approaches to support their learning. Students learn best when they are actively engaged in the learning process. A safe and physically comfortable environment promotes student learning. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

The leadership team at Lee County High School uses the mission statement, vision statement, and beliefs statement as guides to set and achieve goals for school improvement. The mission statement anchors our decisions around our purpose as a comprehensive high school. As a comprehensive high school, LCHS is dedicated to offering a wide range of learning experiences as an effort to meet the needs and interests of all students. In the past three years, LCHS has increased the course offerings in both the core and elective classes. LCHS has also increased the support offered for students through new programs such as Saturday School and Graduation Coaches. Existing programs like Academic Enrichment, AVID, and Jacket STING (teacher advisory) have been revamped to strengthen their ability to meet students on an individual level. While the mission statement explains the purpose of LCHS, the vision statement speaks to our desire for continuous growth toward the school we aspire to be. The vision statement is the compass that guides school leadership in decisions both large and small that shape the future of LCHS. At LCHS, all students in every classroom need to be actively engaged in problem solving, to produce quality work, and to



apply new information in a meaningful context. Our need for school-wide, high-quality and real-world problem solving has led to partnerships with businesses and educational organizations that support us in our effort to create such an experience for all students. Lee County Schools and Caterpillar have developed an apprenticeship program which provides students with on-the-job training in machining and welding which gives successful students an advantage when applying for post-secondary employment with the company. Lee County Schools and the National Academy Foundation (NAF) have implemented an Academy of Finance at LCHS in 2014-2015 and have implemented two more academies, Academy of Hospitality and Tourism and Academy of Engineering, in 2015-2016. Local businesses partner with the academies to provide students with information about the industry and internship experience as students complete the program. While the previously mentioned programs are focused in the area of Career and Technical Education, LCHS is also working to improve the learning experience in the core classes. Science teachers at LCHS have been trained in the Modeling Institutes through The Science House at North Carolina State University. The modeling program is focused on science students developing hypotheses and using inquiry to find solutions. Modeling also requires students to develop important life skills like interpersonal communication, peer collaboration, and public speaking. Most recently, LCHS has been authorized to be an International Baccalaureate (IB) World School offering the Diploma Programme. The authorization was the culmination of a two-year process that saw 20 staff members receive training at various workshops around the country, staff development for all non-IB teachers, student recruitment, parent information sessions, creation of course syllabi, development of a plan for IB implementation, and a two-day authorization visit. The relationships developed with the local businesses and other members of the community are vital to the success of LCHS, and we will continue to search for any resources that will better the learning experience for each of our students.

## School Demographics and Information

### Student Information-

Lee County High School (LCHS) serves a diverse population with a variety of special needs. Of the 1518 students at Lee County High School, 50.1 % (761) are boys and 49.8% (757) are girls. The racial demographics are as follows: 45% (684) are White, 29.7% (452) are Hispanic, 21.3% (324) are Black, 2.4% (37) are Multi-racial, less than one percent (10) are Asian, less than one percent are Native Hawaiian/Pacific Islander and less than one percent are Native American/Alaskan Native (10.) At the beginning of 2014-2015, 46.5 % of students received free lunch and 5.1% received lunch at a reduced rate for a total of 51.6% of students who received assistance. In 2015-2016, 49% of students receive free lunch and 5.5% receive lunch at a reduced rate for a total of 54.7% of students who receiving assistance. This is an increase of 3.1% over the previous school year.

Lee County High School serves 672 students with special needs. The Academically Gifted (AIG) Program has 313 students, English Language Learner (ELL) program has 165 students receiving direct services and an additional 51 students who are being monitored after having exited recently from the program and the Exceptional Children (EC) program has 143 students. This is an increase of 18 students from 2014-2015. The number of students being served in the AIG program has increased by 35 students since 2014-2015. The number of ELL students being served has increased by 44 students in 2015-2016. Overall, LCHS has increased the number of students with special needs by 148 students. The amount of students with special needs at LCHS has increased from 35.2% in 2014-2015 to 41.2% in 2015-2016.

### Staff Information-

In 2014-2015, the staff at LCHS was 60.6% female and 39.4% male; the racial composition of the staff was 78.9% white, 14.1 % African-American, 6.3% Hispanic, and less than 1% Native American. There were 142 faculty and staff based at LCHS with varying education levels. In 2015-2016, the staff at LCHS has an increase in male staff to 40.7% with a decrease in female staff to 59.3%. The diversity of the staff increased with the percentage of African-American, Hispanic, and Native American/Pacific Islander staff moving from 21.1% in 2014-2015 to 22.8% 2015-2016. While the percentage is still not reflective of the diversity seen in the school's student population, the increase in diversity of staff is a positive trend. LCHS has struggled to find and retain certified teachers in the areas of Math and Science over the past several school years.

### Changes at LCHS-

Over the past three years LCHS has experienced considerable change. The campus has undergone multi-million dollar renovation; two new instructional buildings were added along with updates to existing structures. There have been multiple changes in leadership at the district level and the school level. Beginning in 2013, district leadership experienced multiple changes including a new superintendent, human resources director, chief finance officer, secondary education director, technology director, and child nutrition director. At the school level since 2013, LCHS has a new principal, assistant principal, and multiple changes on the school leadership team. For the first time, the school leadership team will include student representatives in 2015-2016. Other changes at LCHS include the introduction of new programs, the revamping of existing programs, and efforts to make LCHS a more collaborative student centered school.

## School Data and Summary Analysis

### 1. What does the analysis tell you about your schools strengths?

Lee County High School has undergone considerable change over the past two years through campus renovation, introduction of new curricula, increased number of academic opportunities, new school leadership, and a sharpened focus on improving student achievement. These changes have started LCHS down a path that ensures continued growth and success of the students and faculty. Even with all the changes that occurred, the students and faculty continued to work diligently to achieve the goals they set for each academic year. The school made progress toward an increased graduation rate, an increase in the number of students enrolled in Advanced Placement (AP) courses, and the development of a school-wide professional learning community (PLC). In 2010, work began on a \$23 million renovation of the LCHS campus, which included the construction of two new academic buildings mechanical updates to existing buildings, improved technology infrastructure, and the addition of courtyard in the center of campus. All construction and updates were finished in time for the opening of the 2012-2013 school year. Since then benefits of the renovation can be seen throughout the campus in all aspects of the day-to-day life in a school.

Having a modern facility and reliable technological infrastructure makes putting educational technology in the hands of every student and teacher a reality that increases the opportunities for students to engage the material in a way that meets their needs. While laptops were available in the form of classroom sets for math, science, social studies, language arts, and a small variety of elective courses, LCHS did not have a true one-to-one technology programs until 2013-2014. Now each student at LCHS is assigned his or her own Lenovo Chrome book for the entire school year. Students may take the computer home and are encouraged to take care of the device as if it were their own. Teachers are increasingly utilizing online resources to connect with their students, post assignments, provide after-school assistance, and provide a more customized learning experience for each student. Parents are also benefitting from the increase in technology use at LCHS. Achieving our goal of increasing communication with parents and the community is made easier through the use of social media platforms, such as Twitter, Face book, Instagram, and Remind to supplement the LCHS website and other more traditional means of communication. The school leadership has gotten positive feedback from parents and community members about the increase in communication. Technology will continue to be a focus for LCHS to improve the quality of the experience of the students, parents, and community that we serve.

A major part of being a true student-centered high school is to offer a variety of courses and programs that meet the needs of all of our students. In keeping with this belief, LCHS has expanded and is continuing to expand the educational opportunities available to our students. Beginning in 2012-2013, LCHS began its application to be an International Baccalaureate (IB) School. Since that time, LCHS has sent all required faculty to training, developed the course syllabi, educated the entire staff about IB, explored scheduling options, recruited students for the IB Diploma Programme (DP), held informational sessions for parents and community members, completed an authorization visit from an IB Authorization Team in 2015 and received official approval to begin offering IB courses in 2015-2016. Along with IB, LCHS is offering academies through the National Academy Foundation (NAF). The first of these academies, Academy of Finance, started with its first cohort in 2014-2015 after taking the previous year to plan. Two other academies, Academy of Hospitality and Tourism and

Academy of Engineering, completed the year of planning and both opened with their first cohorts in 2015-2016. International Baccalaureate courses and NAF academies are only a few of the many avenues students have to reach their full potential at LCHS. Course options and student interest play a role in student

success, but students must also have a consistent support system in place to help them. The leadership at LCHS has embraced the principles of AVID (Advancement via Individual Determination) as the framework for the support our students need. AVID has been a part of LCHS for a number of years, but it has never been viewed as a school-wide approach for success for all students. Ms. Kenna Wilson, LCHS principal, has worked with the LCHS leadership team to take AVID school wide and to have AVID strategies every day in every classroom. To date, almost a third of LCHS faculty have attended and been trained at an AVID Institute. The teachers who attended the conference have provided AVID strategies training to their colleagues each school year. The goal is for all teachers to be AVID trained and use the strategies to consistently support all students. Being consistent in application of school rules, board policies, and academic practices is paramount for a school to operate at a high level. The AVID strategies are part of LCHS's plan to provide that crucial consistency in classroom instruction, and the LCHS Grading Policy, which was developed by teachers during the summer of 2014 and improved in the summer of 2015, provides a similar level of consistency in determining a student's level of proficiency. The goal of the policy is to focus on students demonstrating a proficient level of knowledge instead of a number in the grade book. Students who do not meet proficiency are required to prepare for and to retake the assessment. This policy helps shift the school culture toward the idea that failure is not an option.

Saturday School has also been effective in demonstrating to students that failure is not acceptable. In 2013-2014, the various after-school attendance recovery programs that existed at LCHS were streamlined into Saturday School, a 9-hour once-a-week opportunity for students to recover time lost due to absences. While the previous system was effective at making up the hours, it did little to encourage students to come to school during the regular school day. Saturday School has not fixed all of LCHS's attendance issues, but it has been effective in reducing the overall number of absences compared to the previous years. Saturday School is an effort to hold students accountable while giving them opportunities to correct their mistakes. Another level of consistency is provided by the development of professional learning teams (PLTs) for each department or subject area. Teams are required to meet twice a week to work on improving classroom instruction through sharing effective strategies, developing common assessments, analyzing assessment data, and developing interventions for students. As each PLT continues to improve, the quality of the instruction in those classrooms will also improve. These teams provide teachers opportunities to share successes and failures, develop a common language to use in their classrooms, solve problems as a team, and serve as a way for the teachers to develop, test, and reflection new strategies as a group. These teams are the essential to LCHS developing into a high-functioning professional learning community (PLC). Within that PLC, the same type of work done in a PLT can be done by teachers across subject areas and grade levels to enhance the operation of the whole school.

While considerable improvements have been made, LCHS has prioritized areas for improvement that are being addressed through the school improvement plan (SIP). In 2014-2015, these goals were to increase student achievement through a stronger teacher collaboration program, to increase school-wide supports for students, and to increase academic opportunities and to improve college readiness for all students. Lee County High School strives to establish a culture where collaboration and reflection are the foundation of efforts to improve student performance. Upon examination of post-assessment results, ACT/Work Keys Scores, and Teacher Working Conditions Survey, we determined that there was a need to increase student achievement. Solid educational research links the presence of professional learning communities (PLCs) and collaborative planning to increased student achievement. We feel it necessary to further develop the PLCs at Lee County High School and to establish a culture where collaboration and reflection are the foundation of efforts to improve student performance. The collaborative planning process will ensure continued alignment with state and national standards, development and implementation of more common assessments, the analysis of student data, and the sharing of best practices across curriculum areas.

Another area for improvement at LCHS is in the school-wide supports for students. The goal is to increase school-wide supports to include an emphasis on student incentives, consistent grading practices, and post-secondary advising. Continue to provide a safe and secure environment for all stakeholders and continue to create a connected learning environment with an emphasis on relationships with learners. Based on review of EOC and ACT scores, grades, benchmark data, Grad point data, and staff/student surveys, we have determined a need to increase school-wide supports for students to include an emphasis on student incentives, consistent grading practices, and postsecondary advising. These areas will continue to be priorities until the goals have been achieved. However, in 2015-2016, based on 2014-2015 growth results in Biology, Math 1, and English 2, a strategic focus will be on the improvement of student achievement in these areas.

Lee County High School is an outstanding school that continues to be dedicated to providing students with opportunities to earn more than a high school diploma and to develop academically and socially in a safe, positive climate. In 2014-2015, LCHS continued to perform above state levels in the four-year graduation cohort. Five years ago, the graduation rate was at 64.4% and as of 2014-2015, the cohort graduation rate was at 91.3%. We had evidence of increases in the following subgroups in 2014-2015: Economically Disadvantaged, Hispanic, Limited English Proficient, and White. All of our subgroups continue to graduate at higher rates than the state average as compared to their peers.

There is also a positive trend in these and other subgroups on end of course tests. Using the college and career readiness measure, from 2012-13 to 2013-2014, Lee County High School increased the overall percentage of students passing all end of course tests in the following subgroups: Male, Female, Black, Hispanic, Asian, and Economically Disadvantaged. Significant increases in the performance in two subgroups were observed in the ACT in 2014. First, students with disabilities showing proficiency on the ACT increased from 14.8% in 2013 to 37% in 2014. Students who are identified within the two or more races subgroups showed an increase in proficiency from 25% in 2013 to 72.7% in 2014.

In 2013-2014, Lee County High School continued to perform above state levels in the four-year graduation cohort. Five years ago, the graduation rate was at 64.4% in 2013-2014, the graduation rate was at 88.2%. We had evidence of increases in our African-American graduation rate from 86.6% to 90.1% and in our students with disabilities from 87.5% to 93.5%. In 2014-2015, the LCHS cohort graduation rate was 91.3%.

Using the most recent official data available (2013-2014,) on EOC measures, the highest performing subgroups are those identified as White with 44.7% passing all end of course tests and Not Economically Disadvantaged with 47.7% passing all end of course tests in 2013-2014. Overall, the percentage of students passing English 2 in 2013-2014 surpassed the percentage passing in both Math 1 and Biology. The highest performance observed on the ACT in 2014 was in the area of English as well with 28.7% proficient. The highest performing subgroup on the ACT were the students identified as Two or More Races with 72.7% proficient overall. While students categorized as Academically and Intellectually Gifted had an overall proficiency of 94.9%.

In addition to our cohort graduation rate increasing in our African-American and students with disabilities subgroups, we are also observing an increase in performance in these and other subgroups on end of course tests. Using the college and career readiness measure, from 2012-13 to 2013-2014, Lee County High School increased the overall percentage of students passing all end of course tests in the following subgroups: Male, Female, Black, Hispanic, Asian, Students with Disabilities, and Economically Disadvantaged. Significant increases in the performance in two subgroups were observed in the ACT in 2014. First,

students with disabilities showing proficiency on the ACT increased from 14.8% in 2013 to 37% in 2014. Students who are identified within the two or more races subgroups showed an increase in proficiency from 25% in 2013 to 72.7% in 2014.

Using cohort graduation rates as a measure, African American students at LCHS graduated at a higher percentage than White students in 2014. Students of two or more races graduated at the highest rate in both 2013 and 2014. Students with disabilities graduated at almost the same rate at 93.5% as their peers who are identified as Academically and Intellectually Gifted who graduated at a rate of 95%. In addition to our cohort graduation rate showing some progress in closing the gap in our African-American and students with disabilities subgroups, we are also observing an increase in performance in these and other subgroups on end of course tests. Using the college and career readiness measure, from 2012-13 to 2013-2014, Lee County High School increased the overall percentage of students passing all end of course tests in the following subgroups: Male, Female, Black, Hispanic, Asian, Students with Disabilities, and Economically Disadvantaged. The three largest gains were observed in the Asian, Black, and Hispanic subgroups. On the ACT, a significant increase in the performance of students who are identified within the two or more races subgroup showed an increase in proficiency from 25% in 2013 to 72.7% in 2014. These students outperformed their White peers by 8.6% on the ACT.

These findings are consistent with all data sources analyzed by Lee County High School. In addition to traditional data sources, findings can be supported through evidence of progress of several school initiatives that support students across all subgroups. Lee County High School has worked to implement the High Schools That Work key practices and noted strengths during a 2012-2013 technical assistance visit included Academic and Career/Technical Studies with Work-based Learning and Pathway/Program Studies, increase in number of students taking AP courses, Advancement Via Individual Achievement (AVID), active student organizations, MS IT Academy, creation of professional learning communities in core areas, transition support from guidance, and continued training in Understanding by Design. Data from the High Schools that Work Student Survey administered in 2014 documented students recognized improvements in the areas of understanding the importance of school, guidance support, and engaging science activities. In 2014-2015, Lee County High School implemented year one of the Finance Academy and worked toward implementing two additional National Academies (Engineering and Hospitality/Tourism) in 2015-2016. In 2015-2016, all three academies are being implemented at LCHS. Our school continues to progress towards increasing rigor as we completed requirements for International Baccalaureate Programme Candidacy and Authorization beginning to offer IB courses in 2015-2016. It can also be noted that we have seen significant increases in student participation in college courses through College and Career Promise with the addition of an onsite College and Career Promise Advisor. Lee County High School has also added a College Advisor through the College Advising Corps to provide additional support for students and families. In addition, the LCHS AVID Site Team has increased to include over twenty members across all content areas that were trained at the AVID Summer Institute in the summer of 2014. Efforts to integrate AVID strategies school wide are in process. Improvements to our Advisor/Advisee program included more differentiation according to developmental needs at each grade level, looping to create stronger relationships between advisors, advisees, and families, and the addition of a new student registration process that combined advisors, students, counselors, and parents. The new registration process was well received by families and allowed for more individualized scheduling in 2014-2015. With new procedures for addressing attendance, significant progress has been noted related to students no longer "carrying" incompletes due to attendance issues on their transcripts across many years. The increase in expectation regarding attendance and completion of courses has contributed to more students indicating the importance of graduating on High Schools that Work Student Survey in 2013-2014.

LCHS has worked to implement the High Schools That Work (HSTW) key practices and noted strengths include Academic and Career/Technical Studies with Work-based Learning and Pathway/Program Studies, an increase in number of students taking AP courses, AVID, active student organizations, creation of professional learning communities in core areas, transition support from guidance, a school wide grading policy, and continued training in Understanding By Design (UbD.) HSTW Survey results in 2014 indicated improvements in the areas of understanding the importance of school, guidance support, and engaging science activities. In 2015-2016, LCHS has implemented year two of the LCHS Finance Academy and has implemented two additional National Academies (Engineering and Hospitality/Tourism.) Students continued to earn certifications in increasing numbers in 2014-2015 providing further evidence of more LCHS students graduating with more than a diploma. LCHS has also become an authorized International Baccalaureate Diploma Programme High School serving the first cohort of students in the programme in 2015-2016. LCHS student participation in taking Advanced Placement exams tripled in 2014-2015 showing a significant move towards supporting rigor. In 2014-2015, there was a significant increase in student participation in college courses through CCP with the addition of a CCP Advisor based at LCHS. LCHS also added a College Advisor through the College Advising Corps to provide additional support for students and families. In addition, the LCHS AVID Site Team has increased to include over twenty members across all content areas and members continue to be trained at the AVID Summer Institute. Efforts to integrate AVID strategies school wide are in process. It should also be noted that the principal at LCHS is one of thirteen North Carolina administrators participating in the AVID NC Principal Collaborative.

Further strengthening of our Advisor/Advisee program included more differentiation according to developmental needs at each grade level, looping to create stronger relationships between advisors, advisees, and families, and the strengthening of the student registration process that combined advisors, students, counselors, and parents.

With new procedures for addressing attendance, significant progress has been noted related to students no longer "carrying" incompletes on their transcripts across many years. The increase in expectation regarding attendance and completion of courses has contributed to more students indicating the importance of graduating on the HSTW survey in 2013-2014 and resulted in higher graduation rates across subgroups in 2014-2015.

## **2. What does the analysis tell you about your schools gaps or opportunities for improvement?**

While the cohort graduation rate was a strength in the previous year, Lee County High School is below the state average in all subgroup areas on End of Course tests. Using 2013-2014 EOC data, a significant gap exists between African-American students and their White peers. This gap continued in 2014-2015. A gap between students who are economically disadvantaged and their peers who are not economically disadvantaged is equally apparent. A gap also exists between Hispanic students and their White peers. English 2 scores were 10.7% below the state average in 2013-2014. In addition, the Math 1 scores were 21.5% below the state average. Using the college and career readiness measure, Lee County High School students tested in 2014 showed an overall proficiency percentage that was 15% below the state average. While English and Biology overall proficiency percentages are below the state average, Math 1 is significantly below the state average at 25.6% with the state average being 46.9%.

On the ACT, 44.3% of Lee County High School students met proficiency while the state average was 59.3%. Students performed lowest on the Science subject area test in both 2013 and 2014. In 2014, African-American students were the lowest performing subgroup on the ACT at a 13.1% showing a significant discrepancy with peers in all other subgroups. In addition, Hispanic students performed below expected levels at 26.9%

While LCHS proficiency scores are comparable to high schools in the district, the overall growth score calculated using Biology, English 2, and Math 1 was significantly below the growth scores for other high schools across the state. In spite of gains in many areas across our comprehensive high school as noted in our strengths, the growth score calculated using these three EOC courses is a critical area for need for improvement for Lee County High School.

**3. What is data is missing, and how will you go about collecting this information for future use?**

Data sources for 2014-2015 will continue to be relevant including surveys regarding student, staff, and parent needs to provide information to address issues cited as concerns including communication, consistency in discipline, attendance, and credit recovery. LCHS will be seeking additional data from the district level to offer resources to support student growth in the areas of Biology, English 2, and Math 1.

**4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?**

LCHS is focused on two main priorities for the current school year:

- 1.) Increasing student growth in Biology, English 2, and Math 1 with the goal of meeting expected growth.
- 2.) Increase college readiness in all areas by .5 on the ACT assessment.



### **Priority Goal 1 and Associated Strategies**

**Area for improvement and supporting data:** Upon examination of our EOC data for 2014-2015, the overall growth score was of significant concern. The growth for LCHS is measured by using three courses: Biology, English 2, and Math 1. As we noted that we exceeded the state average in our cohort graduation rate, have added an IB Programme, added two new Academies, tripled the number of AP exams taken by students, improved Advisor/Advisee, increased stakeholder communication, increased the number of credentialing certificates, added a College Advisor, increased the number of CCP courses taken, expanded our AVID trained site team members, and made significant progress in student attendance issues by addressing students who "carried" incompletes on their transcripts across many years, we have placed our focus on increasing growth scores in 2015-2016.

**School Goal 1:** By June 2016 we will increase growth in all subgroups in Biology, English 2, and Math 1 by meeting the measure of expected growth.

**Supports district goal:** Attaining rigorous, challenging, and meaningful academic programs.

**Target:** Meeting expected growth in Biology, English 2, and Math

**Indicator:** EOC scores in Biology, English 2, and Math 1

**Milestone Date:** 6/30/16 (or when state releases growth scores)

**Strategy 1:** Teachers will disaggregate data in EOC courses, create, and implement interventions as needed across all subgroups.

**Action Steps:**

1. Teachers will create common assessments.
2. Teachers will administer common assessments.
3. Teachers will analyze data during PLCs to determine students who need remediation and/or enrichment.
4. All teachers will use assessment data and reteach for growth.
5. Data reflection will be included during PLC meetings and necessary interventions will be developed and implemented.
6. Administrators will assist in PLCs and provide resources and support as needed.
7. Resources will be provide to career and technical education teachers who also serve students in these EOC courses for additional practice to be given to students.

**Strategy 2:** Tutorial will be provided for Biology, English 2, and Math 1.

**Action Steps:**

1. Tutorial schedule will be developed to address the needs of students at all levels. Teachers will administer common assessments.
2. Tutorial materials and resources will be allocated to support student needs. All teachers will use assessment data and reteach for growth.
3. Tutorial schedules will be communicated to students and parents using letters, calls, social media, REMIND 101, and website.
4. Tutorial interventions will be monitored for fidelity by administration.
5. Resources will be provide to career and technical education teachers who also serve students in these EOC courses for additional practice to be given to students.
6. Transportation will be arranged for students in need to assure attendance at the tutorials.

**Strategy 3-** Faculty will ensure that instruction is aligned with NC standards in Biology, English 2, and Math 1.  
**Action Steps:**

1. Teachers will review pacing guides, curriculum, and resources.
2. PLCs will meet regularly to coordinate pacing.
3. Administrators will assist PLCs to ensure resources and support are in place to maintain alignment with the standards.
4. Lead teachers will be utilized to gather resources and provided coaching as needed to ensure alignment and pacing.
5. Teachers will be provided adequate time to plan and will be given duty free lunch.

**How will we fund these strategies?**

Funds for materials, tutors, and transportation will be required. State, local, and school funds will be utilized.

**Review Frequency:** Quarterly

**Assigned Implementation Team:** Teachers, Administrators, and District Personnel

**What data will be used to determine whether the strategies were deployed with fidelity?**

Common assessment data, observations, formative assessment sources, attendance data, and EOC data.

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

Data will be analyzed in PLCs with administration to determine which strategies led to progress.

**What does data show regarding the results of the implemented strategies?**

**Based upon identified results, should/how should strategies be changed?**

### **Priority Goal 2 and Associated Strategies**

**Area for improvement and supporting data:** Upon examination of our ACT data for 2014-2015, LCHS continues to want to increase college readiness measures for our students. As we noted that we exceeded the state average in our cohort graduation rate, have added an International Baccalaureate Diploma Programme, added two new Academics, tripled the number of AP exams taken by students, improved Advisor/Advisee, increased stakeholder communication, increased the number of credentialing certificates, added a College Advisor, increased the number of CCP courses taken, expanded our AVID trained site team members, and made significant progress in student attendance issues by addressing students who "carried" incompletes on their transcripts across many years, we have placed our focus on increasing college readiness scores as measured by the ACT in 2015-2016.

**School Goal 2:** By June 2016, Lee County High School will increase college readiness by .5 on ACT composite measure.

**Supports district goal:** Attaining rigorous, challenging, and meaningful academic programs.

**Target:** Increasing college readiness of students as measured by the ACT assessment

**Indicator:** ACT assessment results

**Milestone Date:** June 30, 2015

### **Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.**

#### **Strategy 1-**

Teachers will utilize four AVID literacy strategies in classroom instruction across all content areas.

#### **Action Steps:**

1. Cross-curricular meetings will occur among teachers in order to share professional development plan for AVID literacy strategies.
2. Initial professional development will be conducted with all faculty and ongoing support will be provided.
3. AVID site team teachers will provide ongoing coaching to staff across content areas on the AVID literacy strategies.
4. Teachers will conduct peer observations of best practices within other classrooms where strategies are utilized.
5. Administration will conduct consistent monitoring of AVID literacy strategies being used in all content areas.
6. AVID district lead teacher will be utilized as a resource throughout the year for additional support as needed.

#### **Strategy 2-**

Teachers will utilize ACT prep strategies within classrooms across content areas.

#### **Action Steps:**

1. Materials will be reviewed and chosen to support ACT prep at all grade levels.
2. Cross-curricular meetings will occur among teachers in order to share professional development plan for how to integrate ACT prep in daily instruction.
3. Administration will conduct consistent monitoring of ACT prep strategies being used in all content areas.
4. ACT prep strategies will be shared with all stakeholders using social media and on the school website with a link.
5. College Advisor will be used as a resource to support ACT prep across all grade levels.
6. District support will be provided to offer additional ACT prep for students.

**How will we fund these strategies?**

Funds will be used for training and materials. State, local, and school funds will be utilized.

**Review Frequency:** Quarterly

**Assigned Implementation Team:** Teachers, Counselors, College Advisors, Administrators, and District Personnel

**What data will be used to determine whether the strategies were deployed with fidelity?**

Observations and formative assessments

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

Analysis of PLAN and ACT assessment results

**What does data show regarding the results of the implemented strategies?**

**Based upon identified results, should/how should strategies be changed?**

### **Priority Goal 3 and Associated Strategies**

**Area for improvement and supporting data:** Based on the previous school years data, we found that there is a need for specific a focus on ensuring the participation rates of targeted subgroups on the Work Keys and ACT assessments.

**School Goal 3:** By June 2016, Lee County High School will increase participation rates in targeted subgroups on the ACT and on the Workkeys assessments to at least 95%.

**Supports district goal:** Attaining rigorous, challenging, and meaningful academic programs.

**Target:** Increasing participation rates on required assessments

**Indicator:** Participation rates by subgroup

**Milestone Date:** June 30, 2015 or when data is released

#### **Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.**

##### **Strategy 1-**

Faculty and support staff will increase monitoring of students who have not earned credits to be 12th graders but have the potential to graduate and, as a result, would be required to test.

##### **Action Steps:**

1. Hold meetings including counselors, test coordinator, administration, and CTE staff to discuss potential graduates, their progress towards graduation, and their needs for testing.
2. Seek assistance from the district level personnel in testing and accountability and career and technical education to improve systems in place for identifying 12<sup>th</sup> graders and potential graduates who are required to take the Work Keys assessment.
3. Create a shared database to increase communication between counselors, test coordinator, administrators, data manager, and administrators to track, schedule changes that may impact a student's eligibility to take the Work keys assessment.

##### **Strategy 2-**

Faculty and staff will increase communication between all stakeholders with additional supports for stakeholders who are designated as English Language Learners about the importance of test participation including creating incentives for attendance during testing.

##### **Action Steps:**

1. Increased parent and student information using letters, announcements, and all social media sites in both English and Spanish.
2. Collaboration with ELL staff, counselor, and parents to increase communication with this subgroup regarding the importance of students completing these assessments.

##### **Strategy 3-**

Lee County High School will develop a collaborative system between counselors, administration, Career and Technical Education staff, district accountability staff, and the school data manager to ensure at least 95% participation.

##### **Action Steps:**

1. Create a shared database to increase communication between counselors, test coordinator, administrators, data manager, and administrators to track schedule changes that may impact a student's eligibility to take the Work keys assessment.
2. Testing coordinator will monitor students who are no present the morning of the test by subgroup.

**School-based Management and Accountability Program  
 Summary of School-based Waiver Requests  
 Program Years: 2013-2017**

**LEA or Charter School Name/Number: Lee County Schools**

**School Number(s)**

**Request for Waiver**

1. Please describe the waiver you are requesting.  
 Lee County High School requests a waiver of state laws and policies governing the expenditure of state funds allocated for textbooks.

2. Identify the law, regulation, or policy from which exemption is requested.  
 North Carolina GS 115C-105.25, 115C-105.26, 115C-105.27

3. State how the waiver will be used.  
 Lee County High School will transfer the textbooks funds to purchase classroom materials, instructional supplies, or instructional equipment.

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.  
 Our school will utilize this flexibility when using our funds in this fashion to improve or enhance our overall instructional program.

(Please duplicate this sheet as needed for additional waivers.)

Signature of Superintendent/Designee \_\_\_\_\_

Date \_\_\_\_\_

**School-based Management and Accountability Program  
 Summary of School-based Waiver Requests  
 Program Years: 2013-2017**

**LEA or Charter School Name/Number:**

Lee County Schools - 530

**School Number(s)**

341

**Request for Waiver**

1. Please describe the waiver you are requesting.  
 Lee County High School requests a waiver of state laws and policies governing class sizes and teacher daily workload in grades 9 through 12.
2. Identify the law, regulation, or policy from which exemption is requested.  
 North Carolina GS 115C-105.26, 115C-105.27, and 115CC-301
3. State how the waiver will be used.  
 Our school will utilize this waiver only when we need the flexibility to best meet the academic needs of our students.
4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.  
 Our school will utilize this waiver only when we need the flexibility to best meet the academic needs of our students.

(Please duplicate this sheet as needed for additional waivers.)

Signature of Superintendent/Designee

Date