COMPREHENSIVE SCHOOL IMPROVEMENT
PLAN FOR 2006-2011

Lee County Public Schools

Submitted
in
Fulfillment
of
22.1-253.13:6 Standard 6
of the
Standards and Regulations
For
Public Schools in Virginia

Lee County Public Schools School Board

5 Park Street
Jonesville, Virginia 24263

Fred Marion, Superintendent

July 2006

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Section I

INTRODUCTION

Among the Standards of Quality and Objectives for Public Schools in the State of Virginia is the requirement that each school division prepare a long range School Improvement Plan. The specific standard adopted by the General Assembly was the following:

Each school shall revise, extend, and adopt biennially a plan, which shall be given consideration by the school board in the development of the division-wide Comprehensive Improvement Plan.

The Division-wide Comprehensive Improvement Plan shall include:

1. An assessment of the extent to which these objectives are being achieved;
2. A forecast of enrollment changes;
3. A plan for managing enrollment changes including consideration of the objectives of the school division for more effective and efficient delivery of instructional services;
4. An evaluation of the appropriateness of providing certain regional services, in cooperation with neighboring school divisions;
5. A plan for implementing such regional services when appropriate;
6. A technology component consistent with the Comprehensive Technology Plan for Virginia adopted by the Board of Education;
7. An assessment of the needs of the school division and evidence of community participation in the development of the plan.

The Superintendent of the Lee County Public School Division involved the community and staff in the preparation of the Comprehensive School Improvement Plan. The Plan is based on the purposes and philosophy formulated and approved by the Lee County Public School Board in cooperation with the local planning council and consistent with the requirements of the Standards of Quality.

LEE COUNTY PUBLIC SCHOOL SYSTEM VISION

The Lee County School Board realizes the ever increasing challenge of living in the world today and thus seeks to inspire between educators and the community such united efforts as will secure for every child the fullest development in academic, vocational, physical, and social education.

OUR MISSION

It is the mission of the Lee County Public School System to maximize classroom instructional time for all of our children so they will be prepared for a life of continuous learning and successful at providing for the basic necessities of life for themselves and their future families.

This mission will be accomplished by maximizing the educational opportunities for students in a safe environment that is comfortable and conducive to teaching and learning.

OUR VALUES AND BELIEFS

We believe excellence must be exhibited in all we do and must be taught to our children by encouraging and modeling...

- Respect for others
- Honesty and integrity
- Self-esteem
- Individual development and satisfaction
- Participation, cooperation, and teamwork
- Creativity, innovation, and initiative
- Honest, open communications
- Responsibility, dedication, and commitment
- Educational opportunities that are challenging to the highest degree for every child, race, and socio-economic level
- Maximizing effective and efficient classroom instruction
- Physical exercise and wellness
- The use of scientifically based research methods and strategies to improve instruction
- The efficient use of the resources available to improve and enhance instructions
- Continuous professional development for our faculty and staff
- Parent involvement in our educational and school programs
- Safe and non-violent schools to ensure safety and the well being of every student.

GOALS

Given our vision, mission, values and beliefs, the following goals were adopted based on needs determined by the community, the superintendent, administrative staff, teachers, and students from the annual school improvement plans of each school in the Lee County School Division.

Goal I

Ensure the development of the essential skills for mastery of the Standards of Learning, and fulfillment of requirements under *No Child Left Behin*d (NCLB) as a foundation and measurement for all future academic growth for closing the achievement gap.

Goal II

Establish policies and programs that encourage continuous improvements in curriculum, instruction, and assessment for all subject areas to ensure a successful standard-based education of all students.

Goal III

Study various methods of extending instructional time for our students including extending hours per day, or days per year, or through extended services.

Goal IV

Provide continuous professional development opportunities to keep the staff abreast of current scientifically based research strategies and methods of instruction.

Goal V

Promote school/business partnerships to provide a framework for sharing resources that address the needs of the workplace and the schools.

Goal VI

Update instructional technology in all facilities and capital improvements to meet current educational needs and improve the delivery of educational services.

Goal VII

Initiate parent and community involvement programs and incentives to encourage open communication with parents, the community, and schools.

Section II

Community Participation in Planning

A. Local Planning Council

The Division Superintendent of schools appointed a planning council to assist in the development of the Comprehensive School Improvement Plan. The membership of the planning council represents the community, the schools, and central office staff. The major purpose of the council is to assist the school division in meeting the educational needs of the total student population and to assist in the development of an effective school program for student mastery of Standards of Learning.

The main responsibilities of the Planning Council are as follows:

1. Identifying the needs of students as determined by disaggregated student data from SOL assessments and other academic program assessments measuring readiness and student achievement,

2. Monitor division data on student performance from schools for modification as required to meet the academic needs of students,

3. Recommending to the Superintendent instructional plans for specific educational objectives for improving student achievement,

4. Assisting in the evaluation of programs recommended to the Superintendent,

5. Advising the Superintendent and his staff concerning revision of the Plan.

Members of the Lee County Comprehensive School Improvement Plan Advisory Committee:

Fred Marion, Division Superintendent
Mark Carter, Director of Pupil Personnel/Adult Education
Robert Widener, Director of Special Education
Rod Griffith, Director of Secondary and Middle Schools
Kathy Turner, Director of Federal Programs
Wandaleen Adams, Director of Head Start and Curriculum Specialist
Susan Chadwell, Director of Testing
Bill Turley, Director of Technology
David Graham, LCCC Principal, Career and Technical Coordinator/Evaluator
Gary D. McCann, Director of Title Programs

Doris Miles, Data Manager

Lisa Poe, Flatwoods Primary School Principal

Connie Daugherty, Lee High School Principal

Lisa Brewer, Jonesville Middle School Principal

Shannon Grabeel, Thomas Walker High School Assistant Principal

Tiffany Moore, Parent

Reda Jones, Parent

B. Needs Assessment of the Lee County Public School Division

NCLB Needs Assessment Survey is conducted annually to determine instructional and curriculum needs of Title I schools as they relate to student changes in

- demographic data
- enrollment
- attendance
- graduation
- drop-out rate
- participation in free or reduced lunch
- professional licensing status of teachers (highly qualified)
- staff professional development and training
- parent involvement
- substance abuse and violence
- student achievement data.

Quality Teaching and Learning Staff Needs Assessment surveys the individual schools to determine the need and the appropriate professional development response to address those needs. Professional development programs offered are:

- Whole Faculty Study Groups (minimum 36 hours)
- Quality Teaching and Learning Session I (36-50 hours)

- Quality Teaching and Learning Session II (30 hours minimum)
- Teaching Strategies
    - Instructional Coaching
    - Administrative Coaching
    - Differentiation
    - Jig Sawing
    - Cooperative Grouping
    - Multiple Intelligence and Learning Styles
    - Diversity
    - Constructivism
    - Authentic Assessment.

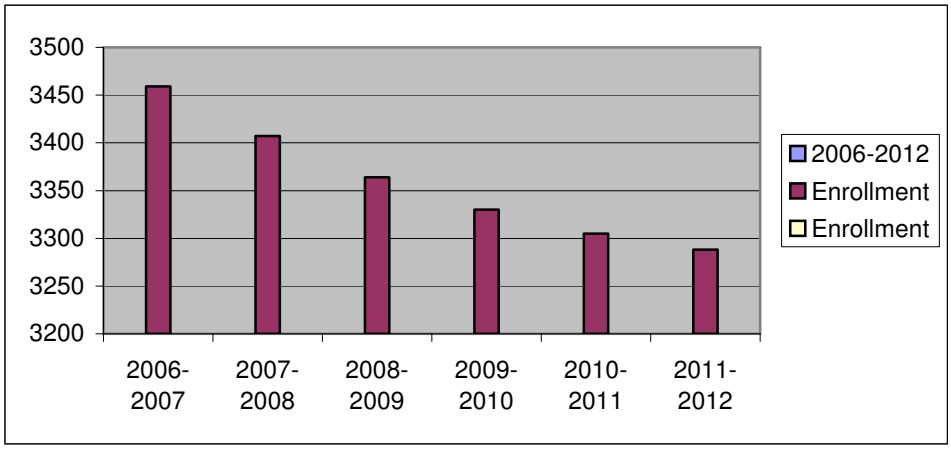
Pride Survey was administered to the students in grades 6-12 in the Spring of 2006 to determine system needs for implementing risk prevention programs based on substance abuse and violence data. Results of this survey will drive decisions for planning effective use of drug, alcohol, tobacco, gang, and violence programs in an effort to keep our schools safe and drug-free.

Section III

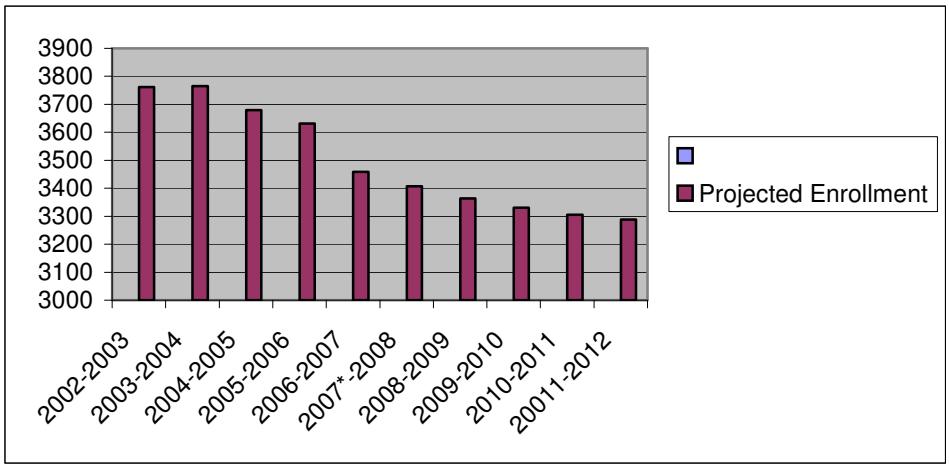
Forecast of Enrollment

A school census projection was based on the March 31, 2006, enrollment data of each school. A three-year average of our enrollment trend was used in projections for the next six years.

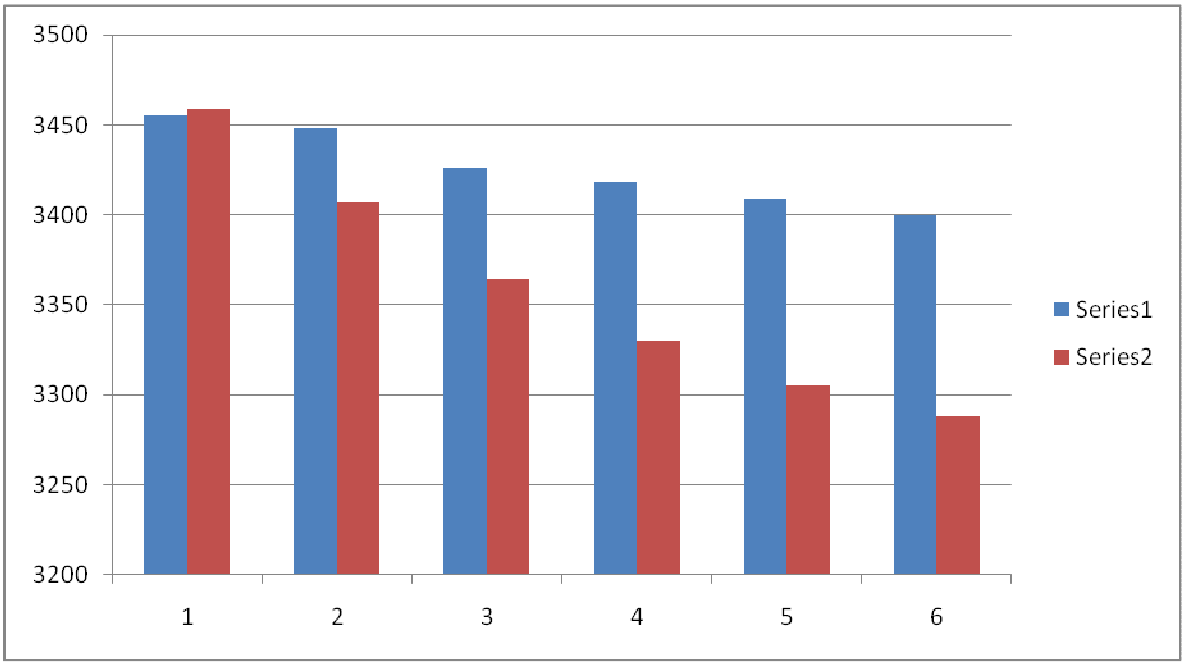
Lee County Public Schools
Six Year Projected Enrollment Trend
2006-2011



10 Year Snapshot of Lee County Public Schools' Enrollment
2002-2011



Lee County Public Schools
Revised Six Year Projected Enrollment Trend
Based on Actual Changes in Student Enrollment (3 year average)
2006-2011



Series 1 actual enrollment data based on three-year average (2007-2009)

Series 2 represents student enrollment data based on three-year average (2004-2006) projected on June 2006 data

Student enrollment data indicates that enrollment is more stable than projected three years ago on June 2006. The blue bars in the graph indicate student enrollment is declining at slower pace than projected in 2006.

Disaggregated Student Enrollment Data by School

	2006 – 2007													
	KG	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
KEOKEE	6	9	10	11	10	6	6	5						63
DRYDEN	51	66	38	53	69	48								325
ST. CHARLES	16	29	26	21	17	25	22	10						166
PENNINGTON							138	76	106					320
LEE HIGH										168	218	213	182	781
ELK KNOB	39	63	38	55	53	35								283
STICKLEYVILLE	4	15	7	19	16	15	19	18						113
JONESVILLE							75	83	92					250
FLATWOODS	54	50	54	62	68	67								355
ROSE HILL	23	31	27	20	24	28	22	30						205
EWING	18	29	26	20	20	19	12	35						179
ELYDALE	10	18	9	14	13	15	10	11						100
THOMAS WALKER									49	66	98	54	52	319
TOTALS	221	310	235	275	290	258	304	268	247	234	316	267	234	3459

	2007 – 2008													
	KG	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
KEOKEE	5	6	9	9	11	10	6	6						62
DRYDEN	48	51	63	37	53	68								320
ST. CHARLES	11	14	29	26	20	17	25	22						164
PENNINGTON							104	137	74					315
LEE HIGH										208	146	200	215	769
ELK KNOB	36	36	62	39	53	53								279
STICKLEYVILLE	15	5	15	7	20	15	15	19						111
JONESVILLE							95	73	78					246
FLATWOODS	68	50	48	55	62	67								350
ROSE HILL	27	22	31	27	20	24	28	23						202
EWING	37	18	27	27	18	21	18	10						176
ELYDALE	10	11	17	9	14	14	14	10						99
THOMAS WALKER									57	45	74	85	53	314
TOTALS	257	213	301	236	271	289	305	300	209	253	220	285	268	3407

	2008 – 2009													
	KG	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
KEOKEE	5	6	6	9	8	11	10	6						61
DRYDEN	68	48	48	62	37	53								316
ST. CHARLES	19	13	14	29	25	20	17	25						162
PENNINGTON							70	103	138					311
LEE HIGH										243	186	128	202	759
ELK KNOB	53	33	35	63	38	53								275
STICKLEYVILLE	17	16	5	15	7	21	14	15						110
JONESVILLE							73	93	77					243
FLATWOODS	69	64	48	49	55	61								346
ROSE HILL	21	26	21	31	27	20	24	29						199
EWING	8	37	16	28	26	19	20	20						174
ELYDALE	9	11	10	17	9	15	13	14						98
THOMAS WALKER									59	53	53	61	84	310
TOTALS	269	254	203	303	232	273	241	305	274	296	239	189	286	3364

	2009 – 2010													
	KG	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
KEOKEE	5	6	6	6	8	8	11	10						60
DRYDEN	55	68	45	47	62	36								313
ST. CHARLES	26	17	13	14	28	25	20	17						160
PENNINGTON							136	71	101					308
LEE HIGH										232	221	168	130	751
ELK KNOB	56	50	32	36	62	36								272
STICKLEYVILLE	16	18	13	5	15	8	20	14						109
JONESVILLE							73	71	97					241
FLATWOODS	66	65	62	47	49	54								343
ROSE HILL	28	20	25	21	31	27	20	25						197
EWING	18	11	35	17	26	25	18	22						172
ELYDALE	13	10	10	10	17	10	14	13						97
THOMAS WALKER									91	55	61	40	60	307
TOTALS	283	265	241	203	298	229	312	243	289	287	282	208	190	3330

	2010 – 2011													
	KG	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
KEOKEE	10	6	6	6	5	8	8	11						60
DRYDEN	40	55	65	44	46	61								311
ST. CHARLES	19	24	17	13	13	28	25	20						159
PENNINGTON							99	137	70					306
LEE HIGH										162	210	203	170	745
ELK KNOB	40	53	49	33	35	60								270
STICKLEYVILLE	15	17	15	13	5	16	7	20						108
JONESVILLE							93	71	75					239
FLATWOODS	57	62	63	63	47	48								340
ROSE HILL	25	27	19	26	21	30	27	20						195
EWING	21	18	9	36	16	27	24	20						171
ELYDALE	12	14	9	10	10	18	9	14						96
THOMAS WALKER									68	87	63	48	39	305
TOTALS	239	276	252	244	198	296	292	313	213	249	273	251	209	3305

	2011 – 2012													
	KG	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
KEOKEE	11	11	6	6	5	5	8	8						60
DRYDEN	64	40	52	64	44	45								309
ST. CHARLES	22	17	24	17	12	13	28	25						158
PENNINGTON							69	100	136					305
LEE HIGH										204	140	192	205	741
ELK KNOB	65	37	52	50	32	33								269
STICKLEYVILLE	21	16	14	15	13	6	15	7						107
JONESVILLE							72	91	75					238
FLATWOODS	42	63	60	64	63	46								338
ROSE HILL	20	24	26	19	26	21	30	28						194
EWING	19	21	16	10	35	17	26	26						170
ELYDALE	15	13	12	9	10	11	17	9						96
THOMAS WALKER									45	64	95	50	49	303
TOTALS	279	242	262	254	240	197	265	294	256	268	235	242	254	3288

Section IV

Lee County Public Schools defines the following goals as priorities for student achievement.

GOAL I

Ensure the development of basic skills, mastery of the **Standards of Learning**, and fulfillment of requirements under **No Child Left Behind** (NCLB) as a foundation and measurement for all future academic growth for closing the achievement gap.

No Child Left Behind requires all students, and students grouped in the following specific categories – white, black, Hispanic, socio-economically disadvantaged, limited English proficient (LEP), and students with disabilities – will achieve high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014.

Benchmarks for both reading and math for all students and all subcategories:

AYP Targets for Reading and Math

School Year	Reading	Math
2006-2007	**73**	**71**
2007-2008	**77**	**75**
2008-2009	**81**	**79**
2009-2010	**85**	**83**
2010-2011	**89**	**87**
2011-2012	**93**	**91**
2012-2013	**97**	**95**
2013-2014	**100**	**100**

2. Achieve 100% graduation rate by 2013-2014.

- Increase college placement rates each year.
- Increase job placement rates each year.

3. Maintain full accreditation for all schools as described by the *Virginia Standards of Accreditation* and meet adequate yearly progress (AYP) benchmarks.

Objective 1.1

In K-12, the reading/language arts curriculum and instruction will include a major emphasis on basic skills with a focus on *phonemic awareness, phonics, fluency, comprehension, vocabulary*, *literature, spelling, grammar* and *writing*.

Strategy 1. Reading will be taught based on scientific research as reported by the National Reading Panel. Students will be taught in the five essential components of an effective reading program: *phonemic awareness, phonics, comprehension, fluency*, and *vocabulary*. Comprehensive instruction will be given in vocabulary across disciplines. The Curriculum Specialist for Reading will give direction and provide or facilitate workshops on effective reading instruction. Reading First Academies will be offered annually for all teachers in grades 1-3, Title I teachers, and/or all other teachers who work with students in grades K-3. In partnership with the State of Virginia and Emory and Henry College, Reading Academies will be offered for teaching reading skills for teachers in grades 4-8. Additional reading instruction or support will be provided for "at risk" middle school students.

2. The Principal will pre-group students for reading. In grades 4-7, students will be level grouped in reading.
3. Students will be challenged to ability consistent with the Lee County School Board Mission. Teachers will plan classroom activities with the three levels of reading in mind:
   a) *Instruction* – the level at which the learner is in the process of actively mastering new skills in one or more of the five component areas;
   b) *Independent* – the level at which the student practices previously mastered reading skills for reinforcement and enrichment;
   c) *Frustration* – the level at which the learner can comprehend only if the text is read aloud. Teachers will group students and teach them on an appropriate instructional level.

   **(Teachers will not lump <u>all</u> students in the same book on the same page)*

Teachers will pace students appropriately and continually move them forward. Extensive reading instruction will be given on independent level to provide students with reinforcement and **enrichment** opportunities. Teachers will read more difficult stories to students on a regular basis

4. Provide positive learning environments for students and staff.
5. Provide students with the tools they will need to achieve academic success.
6. Provide and use technology resources as required by the Virginia Department of Education.

7. In grades K-3, an uninterrupted 90-minute block will be scheduled for reading. Reading will be taught every day on instructional level in reading groups.
8. Textbooks will be used as a resource, and only appropriate material will be used.
9. Provide incentives for retention and employment of "Highly Qualified" personnel.

Assessment: Principals will preview lesson plans and observe instruction.

Accountability Performance on the following tests:

1. **Standards of Learning**
2. **Stanford 10 Reading First (Grant discontinued as of June 2008-2009)**
3. **Informal Reading Assessments**
4. **Teacher- Made Assessments**
5. **PALS**
6. **Nine-Week Benchmark Assessments**
7. **Industry Certification Test for all areas**

Objective 1.2

In the spring of 2006, 75% of all 3rd grade students will score 400 or higher on the SOL English test.

Objective 1.3

In the spring of 2006, 2nd graders will perform, on average, at the 75% percentile or better on the *Stanford 10 Reading First Tests.*

Objective 1.4

By the end of the 2006-2011 school year, teachers of K through 3rd grade reading and math will deliver quality instruction, as evidenced by written instructional plans, classroom observations, and student scores on the *Standards of Learning and Benchmark testing* every nine weeks.

Objective 1.5

In the elementary grades, mathematics will be taught using concrete objects to emphasize basic skills and facts. Students will memorize the basic facts of *addition, subtraction, multiplication*, and *division*. At all levels (K-12), the use of instructional software and manipulatives in mathematics will be increased.

Strategies are the same for Objectives 1.2, 1.3, 1.4 and 1.5:

1. The development of a comprehensive curriculum guide will include all components of the SOL curriculum frameworks.
2. A skill continuum checklist to include SOL will be used by elementary and middle schoolteachers.
3. Applied learning through real life experiences will be increased at all levels (K-12).
4. Teachers will emphasize study skills, application, and critical thinking.
5. Integrated computer systems will be expanded to monitor skills and provide remediation or enrichment as needed.
6. Commercial and teacher made tests, and portfolio assessment strategies will be used to determine achievement of students in grades K-12.
7. The Standards of Learning tests will continue to be used annually at each grade to determine norm-referenced student achievement.
8. The following state tests will be used as one of multiple criteria to determine promotion from one grade to the next:
   - SOL tests in grades 3-8
   - End of Course tests for high school credit courses in the core curriculum.
9. Data from the SOL, PALS,and benchmark assessments will be disaggregated and analyzed continuously to identify areas in need of improvement.

Assessment

Assessments includes student scores on all achievement tests, **Virginia Standards of Learning, PALS,** and disaggregated student data from **Benchmark Assessments,** and all local cumulative tests.

Objective 1.6

A strong emphasis will continue to be placed on teacher expectations for increased student achievement.

Strategy 1.

1. Teachers will enhance the SOL-based curriculum to provide specific challenges for gifted and talented and remedial students.

2. Teachers will focus on high expectations and the ability of students to process and apply information.

3. Teachers will continue to provide a balance between quality and quantity.

4. Teachers will continuously clarify the purpose and objectives of assignments to students and parents.
5. Enhance the special education program to enable students to be successful by meeting the goals in their *Individual Education Plans,* taking and passing SOL tests as required, and graduating from high school with a modified standard diploma, *Standard diploma*, or an advanced studies diploma.
6. Inclusion will be the school division's model for special education instruction.

Assessment:

1. Curriculum committees will continue to study quantity of content verses depth of study.
2. Group and individual achievement test scores will be compared with group and individual ability test scores.

Objective 1.7

By the end of the 2006-2011 Comprehensive Plan year, all students will have had extensive practice at taking tests in a standardized format consistent with the **SOL** and **PALS** tests.

Strategy 1.

Teachers will administer *nine*-week Benchmark assessments in the core content areas using **SOLAR** test items as provided by the State of Virginia for District Improvement, released SOL tests, and other tests available through web subscription programs.

1. Teachers will increase the use of technology, including: visuals, charts, graphs, maps and diagrams, throughout instruction and assessment.

2. Teachers will regularly administer pre-tests and post-tests to determine individual student mastery and overall teacher instructional effectiveness.

Assessment:

1. Principals will preview and approve the assessment content of all 9, 18, 27, and 36-week Benchmark tests.
2. Principals will preview and approve all lesson plans for quality instruction to meet the *Virginia Pacing Guides* and the *Essential Skills from the Curriculum Framework for the Virginia Standards of Learning*.

Objective 1.8

Within the first three weeks of school, teachers and administrators will analyze student records, including ability and achievement test scores, to plan for student growth. The plan for growth will be evidenced in weekly lesson plans as observed via **Taskstream** by principals and directors.

Strategy:

1. During the first three weeks of school, all teachers will review the records of the students assigned to them.
2. Using the analysis of student data, (*SOL tests, SOLAR, PALS, Stanford 10 Reading First,*) teachers will plan for group and individual instruction.

3. Teachers will maximize the use of resource personnel to insure student success**.**

Assessment: Submitted record review forms and written lesson plans.

Objective 1.9

Within the first two weeks of attendance, academic assessments will be used by teachers to determine an appropriate plan of instruction to help each student master SOL objectives in K-12.

Strategy:

1. Assess the student's current level
2. Involve the parents in creating an educational plan
3. Implement the plan for student progress
4. Assess progress

   (Repeat steps 1-4)

5. Documentation of assessments reviewed by the principals.

GOAL II

Establish policies and programs that provide the very best opportunities possible to ensure the successful education of all our students.

Objective 2.1

A technology plan will be implemented, maintained, and evaluated. Planning includes timelines and responsibilities, equipment, software, training needs, methods of evaluation, and estimated budget figures.

Strategy: 1.

1. Establish a Technology Advisory (sub) committee of the Planning Council, which will assist with the planning, and evaluation of emerging technology.
2. Use Technology to design learning environments that enhance and challenge each student's approach to learning.
3. Implement the **Technology Plan 2004-2009.**
   - Improve communication within schools, between schools and central office, and with community business partnerships.
   - Increase use of technology (email) within and between schools, school board office to communicate with staff and parents.

Assessment

Local Administrative Review.

Status: The Lee County Public Schools Comprehensive Technology Plan was updated in 2004-05 school year to reflect the newly adopted **State Comprehensive Technology Plan.**

1. The Planning Council subcommittee, technology staff, and administrators will review the plan annually.

Objective 2.2

The Gifted Program will be expanded and strengthened to provide an array of challenging opportunities to all gifted and potentially gifted students.

Strategies:

1. Teachers will receive annual training on:
    - identification of the gifted
    - the referral process
    - instructional differentiation
    - reporting to parents.

2. The Coordinator of the Gifted Services will offer parent workshops on the nature and needs of gifted students.
3. The principal and school coordinators will implement school-based activities and enrichment programs.
4. Every effort will be made to increase identification of elementary age students, especially in grades K-2.
5. Every effort will be made to increase identification of students at all levels for technical/practical arts.
6. Teachers will communicate with parents at least four (4) times yearly, describing the individual student's activities and achievements, to include *Open House* and/or *Family Night* programs.
7. The "*Kaleidoscope -Parade of Excellence*" will showcase the class projects of gifted and talented students throughout the school year.

Assessment: Input from:

- parents
- students
- teachers
- administrators
- community.

Objective 2.3

A *Character Education Program* will continue to be integrated into the curriculum in grades K-12.

Strategies

1. Teachers and administrators will use books and other instructional materials to promote virtues consistent with the "Six Pillars of Character" and the Lee County Public School Board's Mission and Vision:
    - respect (for self, for others, and for the environment)
    - honesty and integrity
    - cooperation and teamwork
    - responsibility, dedication, and commitment
    - fairness
    - caring and citizenship.
2. Teachers and administrators will use "*teachable moments*" to model and promote virtues of character.
3. Teachers and administrators will employ various methods/implement various programs to reduce incidents of bullying K-12.
4. Existing character education building programs will be evaluated and improved.

Assessment:

1. Observations of respect of students for each other and for adults.
2. Evidence of an advanced work ethic in schoolwork.
3. Surveys
4. Documentation of character building programs, etiquette, and anti-bullying programs.
5. Annual Crime and Violence Report.

Objective 2.4

Continue the focus on discipline of students and care of facilities and school property.

Strategy:

1. Principals and staff will communicate the importance of proper care of the building and grounds. State law, school board policy and school rules will be enforced.
2. Principals will carry out school board policies and enforce school rules to maintain discipline.
3. Review Annual Crime and Violence Report for effectiveness of intervention programs for adjustments and target objectives.

Assessment

Superintendent, Directors, and principals will observe and document.

Objective 2.4

Student achievement and program evaluation will be benchmarked against global achievement, national and statewide standards, and programs of study.

Strategy:

Continue to study national and international programs and tests to determine if a national test or a change in programs can benefit our students. Components that benefit our students will be implemented.

Assessment:

School Board Members, Superintendent, Directors, and Principals will evaluate the effectiveness of new programs and tests.

Objective 2.5

Annually Substance Abuse and Violence Data from the Crime and Violence Report will be evaluated to measure the effectiveness of intervention programs and activities to educate students against the dangers of substance abuse and violence.

Strategy:

1. Workshops for parents.
2. Pamphlets sent to teachers, parents, and students.
3. Drug prevention literature distributed in health classes and parent centers.
4. Assemblies with students.

Assessment:

1. Annual Crime and Violence Report for school division.
1. Pride Survey.

Objective 2.6

By June 2007, the procedure to update the evaluation and purchase of software and technology will be implemented and incorporated into the Lee County Public School Comprehensive Technology Plan.

Strategy:

1. Recommendation of software/technology by classroom teacher to department head or grade level chairman.
2. Department head makes recommendation to principal.
3. Principal will review and recommend to technology resource specialist.
4. Technology resource specialist will review technical compatibility and additional capital requirements and recommend to Directors of Instruction.
5. No software will be installed on the network without following this procedure.
6. Reference Technology Plan.

Assessment

1. Documentation of the completed update by Division Technology Network Manager/Problem Solver Status Documentation of the procedure will be included in the Lee County Public School Comprehensive Technology Plan 2006-2011.

Objective 2.7

School Reach (an online web-based technology communication system), will continue to be upgraded as additional functionality becomes available.

Strategy:

1. Install upgraded software when released.
2. Train teachers, administrators, and parents on use of program.
3. Evaluate parent satisfaction at end of year through an on-line survey.

Status: We will continue to monitor use of **School Reach** and add functionality as it becomes available. An on-line survey will be developed to evaluate parent satisfaction. **School Reach** was replaced with **Alert Now** in September 2009.

Objective 2.8

By the end of 2006-2011, business processes will be improved in the Superintendent's office, Central Office staff, and the individual schools.

Strategy:

1. Use technology to improve current workflow process and communication.
2. Maintain current policies and forms on the school system intranet.
3. Obtain assistance, as needed, from the Department of Education, other school systems and a consultant.
4. Continue to improve the use of technological tools to communicate with staff, principals, teachers, and other educators and/or higher education institutions.
5. Continue to utilize *Taskstream.com* for communication services, lesson plan monitoring, discussion, web pages, and portfolio development.

Assessment:

Feedback from Superintendent, Division Technology Network Manager/Coordinator, Directors, Principals, teachers, staff, community, and students.

Status: Further business process improvements will be made as funds permit.

Objective 2.9

Identify and implement effective instructional resources.

Strategy:

1. Survey existing instructional resources for effectiveness and eliminate those that are ineffective and those that do not meet the scientifically researched-based criteria.
2. Identify and purchase resources that demonstrate a positive effect on student performance and meet the requirements of researched-based resources.

Assessment:

Student performance as demonstrated on standardized tests and Virginia Standards of Learning Assessments.

GOAL III

Continue to study various methods of extending the in-class time for our students including extending hours per day, or days per year, or offering voluntary summer training.

Objective 3.1

A preventive instructional program will be provided for students working below grade level and/or who are identified in the lower quartile on standardized achievement tests.

Strategy: The following programs will be provided:

a) Remedial instruction during, before, and/or after school
b) Evening tutorial (middle/high school)
c) Computer assisted instruction
d) Summer remedial programs
e) Differentiated instruction including adaptations and accommodations.
f) Provide for increased reading or math period during regular school day.

Assessment:

Superintendent, Principals, and Directors will evaluate effectiveness of programs.

Objective 3.2

Secondary students will be offered a voluntary summer job shadowing program where they can develop a better understanding of the world of work; learn how content studied in the classroom applies to the world of work; and develop a better understanding of the skills needed in a career of interest.

Strategy:

1. The school system will work with the Chamber of Commerce to encourage businesses to participate in the *Shadowing Program*.
2. Classroom teachers and the guidance counselor will work with the central coordinator of the program to inform students of the program and encourage participation.

Assessment:

Secondary Directors will determine level of participation by students and business will develop a formal program evaluation.

Objective 3.3

Voluntary Summer Enrichment Programs will be provided based on availability of funding.

Strategy:

Programs in reading and the fine arts will be provided during the summer.

Assessment:

Directors and principals will document success of program through data collection and surveys.

Objective 3.4

Provide increased instructional time in reading and math for students who score at or below the thirty-third percentile.

Strategy:

Additional instructional time will be scheduled in math and reading for identified students at the elementary and middle school levels.

Assessment:

Evidence in schedules and rosters of students served. Each principal will submit remediation plans and/or intervention plans to the Directors of Instruction and the Director of Title I services.

Goal IV

Provide continuous learning opportunities annually to keep the staff abreast of current research and "*innovative but not trendy*" best practices.

Objective 4.1

Program evaluation will be conducted on continuing schedule. Consultative assistance may be provided to teachers in all content areas.

Strategies:

Program Evaluation Schedule:

- 2006-2007
  - Health & P. E.
- 2007-2008 (to be continued)
  - Reading
- 2008-2009
  - Guidance & Career Education and Social Studies
- 2009-2011
  - Continue to evaluate the Core Subjects
  - Adopt instructional materials at division level for consistency in division use and applications for instruction.

The Directors will coordinate program evaluations. Assistance may be requested from Department of Education and other outside consultants in organizing curricular evaluations.

Assessment:

A rotating schedule of evaluation will continue to be maintained. The Directors will provide reports to the Superintendent who will report to the Lee County Public School Board.

Objective 4.2

The staff will participate in continuous learning activities based on needs. The effective utilization of skills learned during training will be monitored and follow-up training will be provided on a continual basis.

Strategy:

1. Determine training to be provided based on research and input of parents, teachers, support staff, administrators, community, and students.
2. Develop a long-range timeline that will provide continuous learning for all employees in identified *Best Practices* utilized in Lee County Public Schools. This will include new teachers, resource personnel, teacher assistants, support staff and special needs (ESL, gifted and mentor program providers).
3. A program of continuous professional development will be offered to meet the needs of the teachers and to increase the achievement level of all students.
4. Whole Faculty Study Groups will be implemented beginning in 2006 and continue to be the professional development plan to meet he 36 hours of professional development as mandated by the Virginia School Improvement Plan.
5. Principals will continue to plan professional development to meet the instructional needs of the learning community, teachers, staff, parents, and students.
6. The District will continue to offer professional development training based on the needs of the Whole Faculty Study Groups, principals, teachers, and learning needs of the system as evidenced by the annual Standards of Learning tests.

Assessment:

1. Observations
2. Evaluations
3. Test results
4. Feedback from participants and parents
5. Compilation of information from training provided including agenda list of participants and materials used
6. Directors will develop and present to the superintendent a comprehensive plan for continuous learning based on input from teachers, parents, students, community, curriculum committees, the Superintendent's Advisory Committee and local, state and national research.

Objective 4.3

The School Board Members will participate in training and continuous learning at local, state and national levels as mandated by the **Code of Virginia, 22.1253.13.5**, **Standard 5.**

Strategy:

When convenient, Board Members and Superintendent will attend conferences as needed. An effort will be made to stay abreast of practices by attending conferences at state and national levels.

Assessment:

Records of school board continuous learning will be kept at the School Board Office for the Board's review through feedback and discussion of best practices and implementation as appropriate.

Objective 4.4

The Lee County School Board Policy Manual will be updated with new policies consistent with new laws and new needs in the school system.

Strategy:

The Virginia School Board Association will update the Superintendent on necessary policy changes to meet state and federal laws. (Lee County School Board and State Policy Manual will be on the website).

Assessment:

Proposed policy changed to comply with state and federal law, are presented to the School Board on an ongoing basis.

GOAL V

Promote school/business partnerships to provide a framework for shared resources that address the needs of the workplace and the schools. All schools in Lee County continue to emphasize in their school improvement plans for community involvement and professional development. Such partnerships are based on mutual respect and acknowledgement of each other's assets and strengths, as well area of expertise. The focus of such partnerships is to improve learning for all students by strengthening schools, families, and communities.

Objective 5.1

The Lee County Public Schools will continue to promote the school/business partnership with banks, Chamber of Commerce, Lee County Hospital, Lenowisco, and other businesses and agencies.

Strategy:

The Superintendent will communicate with businesses through conferences, Advisory Committees and the Lee County Chamber of Commerce. The Superintendent will participate in civic groups to connect with business leaders and community organizations.

Assessment:

The Superintendent will document communication with business, educational institutions, and community groups.

GOAL VI

Update facilities and capital improvements to meet current educational needs.

Objective 6.1

Capital Improvements

Capital Projects for Lee County Schools

Project	Estimated Cost
TW Field House	$ 102,783.00
Stickleyville Cafeteria	$ 250,167.00
Lee High Softball Field	$ 450,000.00
Dryden Classroom Addition	$ 1,400,000.00
TW Freezer	$ 32,000.00
TW Parking Lot Drain	$ 12,500.00
Dryden Gym Roof	$ 40,000.00
Keokee Gym Roof	$ 38,000.00
TW Softball Field Improvements	$ 39,000.00
Window Replacement@ JMS, PMS, TWHS	$ 625,000.00
Total	$ 2,989,450.00

GOAL VII

Increase parental involvement in schools by enhancing open communication with parents and the community by providing, but not limited to,

- Parent education programs through the
    - Head Start Program,
    - Title I Program, and
    - 21st Century Program.
- Adult Basic Education Classes in
    - Computer technology,
    - Community college classes,
    - Parenting classes, and
    - Child Growth and Development Classes.

Objective 7.1

Communication will be improved.

Strategy:

1. Improve communication through local newspapers by each school publicizing more student programs.
2. Principals will continue to host Open House events and/or Family Night during each nine weeks.
3. Continue to promote newspaper coverage.
4. Continue to inform the public through newsletters.
5. Encourage grade level and department newsletters.
6. Develop brochures for the Lee County Public Schools.
7. Increase emphasis on the use of technology (e.g., e-mail access to grades and attendance) to enable parents to work more effectively with their children at home.
8. Public notice of educational services provided through school system such as
    - Psychological assessment
    - Visual assessment

- Audiological assessment
- Speech and languages therapy
- Occupational therapy
- Sociological assessment
- Medical, and
- Educational screening.

Assessment:

1. Efforts have been made to communicate through Superintendent's and Principals' newsletters, newspaper articles, Channel 37, and public forums. All Lee County Public Schools will continue to send home a newsletter and/or weekly Activities Notice to inform parents of curriculum, projects, and upcoming events.
2. Parent surveys, written evaluations, and feedback from agencies and partnership that provide services.

Status: Objective 7.1 is ongoing.

The Division Technology Network Manager/Problem Solver will issue quarterly (at least) newsletters to all faculty and staff highlighting technology updates/issues/information. The availability of Lee County Public Schools grades/report cards on ***PowerSchool*** and ***School Reach*** are a continued focus. An online parent survey will be implemented to gather feedback on the value and use of ***School Reach.*** **School Reach** was replaced by **Alert Now** in September 2009.

Objective 7.2

Parents will be encouraged to work with their children to improve academic achievement and parent/child communication. By the end of the 2006-2011 school year, all parents of students targeted with specific weaknesses in reading and math will be contacted and provided resources and an opportunity to learn how to help their child achieve in the classroom. The Directors will coordinate the following:

Strategy:

1. Teachers and administrators will communicate with parents on a regular basis. Information will be provided to assist parents in working with their children at home.
2. Parents will be given appropriate parenting information.
3. Workshops for families will be held during each school year on relevant topics such as:

- homework
- study skills
- learning styles
- bullying
- drug-awareness and prevention.

4. Conferences will be held with parents as needed.

    - Provide monthly newsletters to parents
    - Provide progress reports of student achievement on a frequent basis.
    - Schedule *Parent Night* in school.

Assessment:

The Directors will compile documentation of communication with parents.

- Utilize school and school division websites to communicate with parents.
- Increase use of technology to communicate with parents.

Objective 7.3

At least one parent per student will participate in communication initiated by the school.

Strategy:

1. The school will provide conferencing opportunities at various times and in various ways.
2. When appropriate, the school will offer support services such as transportation and childcare.
3. During the conference, the school representative will use language that the parent can understand.
4. The school will explore other ways of conferencing besides meetings and phone calls.

Assessment:

A log will be maintained by those initiating contact and will be compiled in each school by the principals.

Section V

Regional Services in Cooperation with Neighboring School Divisions

The Lee County School System is involved in a consortium with regional school divisions to provide professional development activities through the Center of Teaching Excellence, University of Virginia at Wise.

Partnerships who have formal agreements with one or more of our schools are:

- Center for Teaching Excellence – UVA@Wise
- Appalachian Writing Project – Open Institute Writing
- Lincoln Memorial University
- Mountain Empire Community College
- East Tennessee State University
- Tech Prep Consortium
- Academic/Career and Technical Dual Enrollment
- PERT (Post Secondary Education Rehabilitation Transition)
- Reading First Academies (Emory and Henry College)
- Southwest Virginia Education and Training Network
- A. Linwood Holton Governor's School of Excellence.

Timeline for Goals

Action	Timeline					
	2006	2007	2008	2009	2010	2011
G1. Student Achievement- Mastery of SOLS for academic growth and closing the achievement gap.			√			
G2. Establish Policies that maximize educational opportunities for successful standards-based education for all students.			√			
G3. Study various methods of extending instructional time for our students including extending hours per day, or days per year, or through extended services.			√			
G4. Provide continuous professional development opportunities to keep the staff abreast of current scientifically based research strategies and methods of instruction.			√			
G5. Promote school/business partnerships to provide a framework for shared resources that address the needs of the workplace and the schools.			√			
G6. Update instructional technology in all facilities and capital improvements to meet current educational needs and improve the delivery of educational services.			√			
G7. Initiate parent and community involvement programs and incentives to encourage open communication with parents, the community, and school.			√			