

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.1: SIP Leadership Team Composition

(Rubric Indicator 1.1)

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Larry McBryde	YES	Principal	Component 5
Carol Burroughs	Co-Chair	School Counselor-SIP Chair	Component 5
Anna Ogburn		Assistant Principal	Component 3
Bennie Scott		Parent	Component 5
Brandon McAdams		Assistant Principal	Component 5
Brandon Rainey		Business Technology Teacher	Component 4
Bryant Hollingsworth		History Teacher	Component 5
Danny Beecham		School Counselor	Component 4
Elizabeth Holmes		Business Technology Teacher	Component 5
Emily Ashley		Art Teacher	Component 4
Gretta Davis		English Teacher	Component 2
Holly Cooper		English Teacher	Component 3
Jeff Lewis		Community Leader	Component 5
Michael Goolsby		ROTC Instructor	Component 5
Jillian Anderson		Student	Component 5
Terri DeWald		Social Studies Teacher	Component 3
Sarah McPeake		Student	Component 5
Lisa Beatty		Science Teacher	Component 1A
Dana Savage		English Teacher	Component 3
Melanie Atchison		School Counselor/ Math Teacher	Component 2
Matthew Vaughan		Spanish Teacher	Component 1A
Shirley Wallace		Math Teacher	Component 1B
Donna Gibson		Exemplary Educator	Component 5
Susan Walker		Marketing Teacher	Component 2
Tammy Beal		Special Education Teacher	Component 5
Lisa James		Cafeteria Manager	Component 1A
Judy Sanders		Federal Projects Director	Component 5
Tim Rogers		Supervisor of Secondary Instruction	Component 5

Component 1A Subcommittee has met to address critical components of the SIP and minutes are on file.

YES	NO
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Subcommittee 1A Chair Signature

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.2: Subcommittee Formation and Operation - 1A

(Rubric Indicator 1.2)

Subcommittee for COMPONENT 1A School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Lisa Beatty	Science Teacher	Yes
Matthew Vaughn	Spanish Teacher	Co-Chair
Bobbie Blankenship	Cafeteria Personnel	
Michael Goolsby	ROTC Instructor	
Melinda Overton	Secretary	
Sherry Wheatley	Family & Con Science Teacher	
Debbie Foster	Special Education Teacher	
Hewitt Tomlin	English Teacher	
Tim Fain	Music/Band Teacher	
Kevin Russell	Custodian	
John Melton	School Resource Officer	
Lisa James	Cafeteria Supervisor	
Sara Bowman	Student	
Bennie Scott	Parent	
Eric Kocke	ROTC Instructor	
Elizabeth Holmes	Office Tech Teacher	
Shari Wood	Marketing Teacher	
Karen Morgan	Sp. Ed. English Teacher	
Lindsay Young	Health Science Ed. Teacher	

Component 1A Subcommittee has met to address critical components of the SIP and minutes are on file.

YES	NO
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Subcommittee 1A Chair Signature

TEMPLATE 1.2: Subcommittee Formation and Operation –1B
(Rubric Indicator 1.2)

Subcommittee for COMPONENT 1B School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Dana Savage	English Teacher	YES
Shirley Wallace	Math Teacher	Co-
Teddy Bartholomew	Agriculture Education Teacher	
Barbara Ervin	Cafeteria Staff	
Brandon McAdams	Assistant Principal	
Melanie Atchison	School Counselor/Math Teacher	
Betty Beecham	Cafeteria Staff	
John Gurshick	Science Teacher	
Donna Miller	Special Education Paraprofessional	
Faith Pate	Health Science Ed. Teacher	
Margaret Stowe	Office Tech Teacher	
Anna Blurton	Custodian	
Annette Miller	Spanish Teacher	
Julie Thurmond	Secretary	
Perry Waugh	ISS Paraprofessional	
Shonna Wilson	Special Education Nurse	
Matt Peebles	Math Teacher	
Jaime Johnson	History Teacher	
Amy Huston	Parent	
Rachel Savage	Student	
Lisa Sullivan	Community Member	
Amy Hutson	Parent	
Jan Wood	English Teacher	
David Bartlett	English Teacher	
Kim Snider	Math Teacher	
Jerry Yale	Science Teacher	
Teresa Herndon	Special Education ParaProfessional	

Component 1B Subcommittee has met to address critical components of the SIP and minutes are on file.

YES	NO
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Subcommittee 1B Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Gretta Davis	English Teacher	Yes
Susan Walker	Marketing Teacher	Co-Chair
Beverly Buckley	Family/Consumer Science Teacher	
Dennis Steed	Math Teacher	
Jerry Wood	Agricultural Teacher	
Roy Grant	Wellness/ROTC Teacher	
Bryant Hollingsworth	Social Studies Teacher	
Sherrie Kizer	Title I Paraprofessional	
Wanda Wade	Custodian	
Adam Harrington	Math Teacher	
Jean McCann	School Nurse	
Josh Wilcoxon	Science/Chemistry Teacher	
Rena Lewis	Parent	
Weston Wood	Student	
Jill Anderson	Student	

Component 2 Subcommittee has met to address critical components of the SIP and minutes are on file.

YES	NO
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Subcommittee 2 Chair Signature

Subcommittee for COMPONENT 3 Curricular, Instructional, Assessment, and Organizational Effectiveness

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Holly Cooper	English Teacher	Yes
Terri DeWald	Social Studies Teacher	Co-
Terry Clement	Social Studies Teacher	
William Forney	Special Education Teacher	
Vanessa Lashlee	Bookkeeper	
Anna Ogburn	Assistant Principal	
Geneva Waugh	SPED Paraprofessional	
Tony Bedwell	Math Teacher	
Lish Coy	Special Education Teacher	
Mary Hemby	Cafeteria Staff	
Judy Marchand	SPED Paraprofessional	
Dwight Porter	Librarian	
Dorothy Williams	Cafeteria Staff	
Shaunda Brittain	Fam. & Cons. Science Teacher	
Brenda Elder	Cafeteria Staff	
Terry Odle	Wellness & ROTC Teacher	
Nick Young	Science Teacher	
Donna Miller	SPED Paraprofessional	
Julie Smith	Science Teacher	
Taneal Nichols	Student	
Mollie Lewis	Student	
Sammy Faught	Student	
Tara Nichols	Parent	
Cheryl Rhodes	Special Education Paraprofessional	

Component 3 Subcommittee has met to address critical components of the SIP and minutes are on file.

YES	NO
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Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Danny Beecham	School Counselor	Yes
Emily Ashley	Art Teacher	Co-
Carol Burroughs	School Counselor	SIP
Larry McBryde	Principal	
Brandon Rainey	Office Tech Teacher	
Gloria Kay Waller	Cafeteria Staff	
Cliff Foster	Trade & Ind. Carpentry Teacher	
Dewond Johnson	Special Education Teacher	
Inetha Parker	SPED Paraprofessional	
Patricia Western	SPED Paraprofessional	
David Richman	Social Studies Teacher	
Kate Wilcoxon	Science Teacher	
Donald Gordon	Math Teacher	
Melanie Johnson	Cafeteria Staff	
Sherri Parks	Secretary	
Lisa Scott	Custodian	
Chelsea Weatherford	Student	
Alex Weatherly	Student	
Melissa Hays	Parent	
Bennie Scott	Community Leader	

Component 4 Subcommittee has met to address critical components of the SIP and minutes are on file.

YES	NO
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Subcommittee 4 Chair Signature

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Carol Burroughs	School Counselor	Chair
Emily Ashley	Art Teacher	
Danny Beecham	School Counselor	
Holly Cooper	English Teacher	
Bryant Hollingsworth	Social Studies Teacher	
Brandon McAdams	Assistant Principal	
Brandon Rainey	Office Tech Teacher	
Susan Walker	Marketing Teacher	
Melanie Atchison	School Counselor/Math Teacher	
Tammy Beal	Special Education Teacher	
Gretta Davis	English Teacher	
Elizabeth Holmes	Office Tech Teacher	
Larry McBryde	Principal	
Dana Savage	English Teacher	
Shirley Wallace	Math Teacher	
Matt Vaughn	Spanish Teacher	
Michael Goolsby	Wellness/ROTC Teacher	
Terri Dewald	Social Studies Teacher	
Anna Ogburn	Assistant Principal	
Jeff Lewis	Community Leader	
Bennie Scott	Parent	
Jill Anderson	Student	
Sarah Margaret McPeake	Student	
Lisa Beatty	Science Teacher	
Donna Gibson	Exemplary Educator	
Judy Sanders	Federal Projects Director	
Tim Rogers	Supervisor of Secondary Instruction	

Component 5 Subcommittee has met to address critical components of the SIP and minutes are on file.

YES	NO
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Subcommittee 5 Chair Signature

TEMPLATE 1.3.1: Data Sources (including surveys)
(Rubric Indicator 1.3)

<i>Data Source</i>	<i>Relevant Findings</i>
History of Henderson County	Historical background
United States Census	Demographics of the community
Surveys	Perceptual data from students, parents, paraprofessionals, and the community, and demographics of parents and teachers
Tennessee State Report Card and Counselors' Office	Student population data
Counselors' Office	Enrollment data and curriculum offerings
Henderson County Board of Education Records	Operating budget equity, fiscal calendar for length of day and year, and faculty certifications
Henderson County Chamber of Commerce	School – business partnerships
Henderson County Sheriff's Department and Henderson County Fire Department	Drug, alcohol, and tobacco incidents and arrests Partnership with schools for a safe environment and student involvement

TEMPLATE 1.3.2: Narrative and Analysis of Relevant School and Community Data

TEMPLATE 1.3.2: School and Community Data
(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:

Component 1A: Profile Collaborative Process

School Characteristics

Historical Background

Lexington High School was opened as a public institution of learning in 1908 as a result of the visionary efforts of a group of educators led by J. O. Brown. Evidence of the growth of our school is apparent as the first graduating class in 1912, which consisted of four students, is compared with the class of 2010, which will consist of 207 students. In 1965, a peaceful integration of African-American students from Montgomery High School to Lexington High School took place which made an equal opportunity for a quality education possible for all students in Henderson County.

The Henderson County Board of Education and the schools administered by the board comply with Title VI of the Civil Rights Act of 1964 which provides that “no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” Complaints regarding discrimination should be filed with the Superintendent of Schools at 35 Wilson Street, Lexington, Tn. 38351.

Facilities

The Lexington High School campus consists of two buildings in which classrooms are housed; a building for music classes and band practice; a field house which houses a weight room facility, locker rooms, and office space; a football field with a press box and seating capacity of 3,000; a practice field surrounded by a track, a tennis court with playing space for doubles; and an auditorium with seating capacity of 450. All classrooms are equipped with SMART Board interactive white boards. Five computer labs, two stationary and three floating, are available for use on the campus. The media center features automated circulation and inventory and is also equipped with an electronic card catalog. The alternative school for Henderson County is housed on our campus, adjacent to a parking lot designated for faculty and staff, in three portable buildings which are divided into classrooms. Secure double doors located at the entrance of both classroom buildings allow for entry by parents and visitors only as approved by office staff. Surveillance cameras are located in strategic places inside and outside of campus buildings to ensure appropriate security coverage.

Environmental and safety conditions

Our school benefits from the services of two nurses, one of whom serves the needs of the general population and the other who exclusively attends our students with special needs. Also present on campus is an on-site School Resource Officer who is readily available to assist with emergencies and security situations.

Length of school day/school year/expenditure

Lexington High School currently serves students at all grade levels, Pre-K – 12, with a per-pupil expenditure of \$6,673.00. The school year consists of 180 days and is divided into a fall and spring semester. School opens during the first week of August each year and closes at the end of May the following calendar year.

Component 2 – Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision (Rubric Indicators 2.1 and 2.2)

Beliefs

In order to support the common mission and the shared vision of Lexington High School, the following decrees were chosen as a collective representation of our beliefs.

We believe:

- Learning occurs as a **direct result** of the provision of **differentiated instruction**; the establishment of **realistic expectations**; the application of **effective decision making**; the administration of **quantifiable, data-driven assessment**; and the formation of **constructive relationships**.
- Focus for students is easier within a **safe and nurturing school environment**, provision of which is only possible through diligent **research**, continuous **modification**, and steadfast **implementation** of **school policies and procedures**.
- Learning increases significantly when we maintain **clear lines of communication** with **parents** as we seek their **input** and request their **involvement** in all ways.
- Provision of adequate **educational resources** will result in a **greater degree of success** for all students.
- Learning is **positively impacted** by effective **classroom management**, proper **discipline measures**, regular **classroom attendance**, and successful **achievement of predetermined goals**, which are accomplished through the continued **support and communication of all stakeholders**, including administrators, teachers, students, parents/guardians, media, specialists, support staff, and the community.
- Continual **assessment** plays a **pivotal role** in **determining student success** and **providing evidence** that standards are maintained and expectations are surpassed.
- There is a **positive correlation** between **student achievement** and the **hiring and retaining of teachers** who are certified as **highly qualified** and defined by their **superior quality** as professional educators.
- Every student is more successful when he or she possesses **reading comprehension skills** which are reflective of the **appropriate grade level**.
- All students enjoy a **higher level of success** through development of a **healthy lifestyle** in accordance with the **Coordinated School Health model** which provides a **systemic and integrated approach** for improving physical, intellectual, and social health.
- Timely **collection and analysis** of student achievement **data** such as results from Gateway and End of Course tests is essential for **effective decision-making** in meeting

the needs of **individual students** and the **school as a whole**.

- Development and implementation of a **rigorous curriculum** is necessary to successfully **motivate** and appropriately **challenge** students when attempting to **meet and exceed educational goals**.

Common Mission

The mission of Lexington High School is to educate all students to their maximum potential through instruction by highly qualified teachers within a secure and structured environment in order to ensure that our students acquire the knowledge and skills necessary to master the required assessments for graduation as set forth by the Tennessee Board of Education.

Shared Vision

Based on our beliefs and our common mission, the shared vision of Lexington High School is to promote a learning culture in which high performance is encouraged through a shared, data-driven, decision-making process which will help shape our students to participate as positive and productive citizens in our ever changing society. Lexington High School will accomplish this goal by meeting the individual needs of each student and by recruiting and retaining highly-qualified teachers who will strive to ensure a quality education which reaches beyond the level of proficiency for all students. Successful achievement of the shared vision of Lexington High School directly affects the lives of every student and their respective families, thereby impacting the overall strength of the entire community.

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

<p>Current Curricular Practices</p>	<p>School uses the Tennessee Department of Education state approved standards and provides training to staff in the use of the standards.</p>	<p>Curriculum is prioritized and mapped.</p>	<p>School has established school wide student achievement benchmarks.</p>	<p>School has implemented a subject-based model for mathematics.</p>	<p>School has implemented formative assessments aligned with the school benchmarks.</p>	<p>School communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats.</p>	<p>School has implemented a grade appropriate based model for literacy.</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>All teachers use the Blueprint. The school uses syllabi that list the state standards that are to be taught for the grading period. Teachers participated in PD on use of the standards in August 2008 and spring 2009. Standards are in a notebook and/or posted in every classroom.</p>	<p>All departments have mapped the curriculum in their subjects for the year.</p> <p>Extensive PD has been utilized to map curriculum to the new block scheduling.</p> <p>On activity days, class instructional time is divided equally with an alternate bell schedule.</p> <p>Each class uses state standards as an instructional guide.</p>	<p>In order to receive a regular education diploma, a student must pass the Biology, Algebra 1, and English 10 EOC exams.</p> <p>The school has a priority of all students achieving ACT and ACT PLAN benchmark scores.</p>	<p>All teachers use the state standards and current ACT standards to drive instruction.</p> <p>All Math teachers have monthly departmental meetings where there is collaboration to determine the pace of standards being taught.</p>	<p>The school gives state mandated EOC Exams for Algebra 1, Biology, and English 9,10,and History.</p> <p>The school gives the ACT to all Juniors and the ACT Plan test to all Sophomores.</p> <p>The Writing Assessment also given to 11th grade students.</p>	<p>Each teacher distributes a syllabus with standards that are to be covered in the course to all students.</p> <p>Each student receives a Student Handbook on the first day of school and each teacher goes over the book with students.</p> <p>The school has created a web page where all teachers will have their own page.</p> <p>Each teacher has an e-mail address.</p> <p>Parent Portal is available for students and parents to view absentees and grades.</p> <p>Open House and parent/teacher night allow time for students, parents, and teachers to discuss individual goals and progress.</p> <p>Individual Education Plans are completed</p>	<p>There is reading comprehension on EOC, ACT PLAN, and ACT exams.</p> <p>Accelerated Reader is a requirement for all grade levels in English class.</p> <p>All students have access and opportunity to utilize the Write-to-Learn writing program which is a reading based program.</p>

						for students who qualify.	
Is the current practice research-based?	Yes Daniels, Marzano, Zemelman	Yes Daniels, Marzano, Zemelman	Yes Marzano, Allen	Yes Daniels, Marzano, Allen	Yes Daniels, Zemelman, Allen	Yes Daniels, Marzano, Allen	Yes Daniels, Marzano, Allen
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective for tests and AR – Write-to-Learn will be evaluated at end of year.
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway tests results from 2008-2009 indicate a small percentage change in students are scoring proficient and advanced than in 2007-2008 with 95% in math and are surpassing the target benchmark in English with a 94%. This is a small decrease from previous year, but is still above the state benchmark.	Administration requires that each teacher give a syllabus for all courses that they teach. Lesson plans are required to be turned in weekly with standards to be covered.	AYP was met in Math and reading with 95% advanced or proficient in math and 94% advanced or proficient in reading	Gateway and EOC scores , ACT math scores	EOC; ACT ACT Plan Writing Assessment	E-mail correspondence Parent Participation	AR point standards Gateway, EOC, and ACT exams Write-to-Learn has on-line student portfolio.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Gateway and EOC tests scores indicate that students are scoring advanced and proficient with 95% in math and are continuing to meet benchmarks in English with 94%.	Alternate bell schedules which divide instructional time; Gateway and EOC scores	TVAAS data shows in each tested area. AYP was met in Math and reading with 95% advanced or proficient in math and 94% advanced or proficient in reading	Gateway and EOC results from 2008-2009 show that students are scoring proficient and advanced slightly lower than in 2007-2008 with 95% in math and are surpassing the target benchmark in English with 94%.	EOC and Gateway are based on state standards.	Parent participation on parent night and parent-teacher conference.	ACT and EOC scores Quantity of AR points has increased over previous year.
Evidence of equitable school support for this practice	100% of teachers are using the Blueprint for Learning for standard identification.	All teachers submit weekly lesson plans in advance.	Teachers use standards to guide their everyday instruction.	Collaboration and departmental meetings; Math teachers use state standard as an instructional guide.	All students in the courses are required to take the state mandated Gateway and EOC tests. All tenth grade students were given	All teachers distribute syllabus, handbook, e-mail address, and parent portal address and instruction.	AR is required by all students through their English classes.

					the ACT plan test in the Fall and all Juniors are given the ACT in April.		
Next Step (changes or continuations)	We will continue to evaluate if we are teaching classes and standards in the most effective order.	We will continue valuing instructional time allowing few interruptions.	We will continue to use TVAAS data to evaluate the effectiveness of benchmark testing.	We will continue to use past scores and results to measure the effectiveness of instruction.	We will continue to evaluate all test data.	We will continue to develop the web page for our school by utilizing our career classes.	Utilize AR for evaluating students reading levels and progress. Continue to evaluate Gateway, EOC, and ACT scores

TEMPLATE 3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

- TIME – Monthly meetings are held in the different departments to outline the curriculum for each course. LHS personnel place priority on classroom instructional time, and provide intervention and preventive measures for at risk and special education students both during and after school hours. Personnel spend additional time in instructional training through staff development, in-service, and academic and special education conferences. Instructional classroom time is protected through alternate scheduling. The Freshman Academy is continually evaluated through bi-weekly meetings that are held to discuss progress and to address the needs of students.
- MONEY – Money is allocated for personnel, staff training, state adopted textbooks with supplemental materials, additional classroom resources, and media and support technology.
- PERSONNEL – One principal, two assistant principals, one resource officers, 55 teachers, two full time counselors, two LPNs, eight special education paraprofessionals, three secretaries, four custodians, nine cafeteria personnel, and one maintenance supervisor. An academic coach, funded through Title I, also provides assistance to teachers, especially in core academic areas.
- OTHER RESOURCES – An Exemplary Educator is under contract for 2009 – 2010. Special Education Director, School Psychologist, Counselor, and an Assessment Coordinator provide additional support in best instructional practices for special education students. High Schools That Work will also provide academic and curriculum evaluation. A vocational rehabilitation case manager provides guidance in transitional support for special education and at risk students qualifying to receive vocational rehabilitation services following high school graduation.

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

- TIME – Additional time needs to be provided for training of staff in diverse teaching strategies, especially to at risk and special needs students. Additional time needs to be granted to all teachers and support staff for preparation of legal special education

paperwork. Special education teachers and support staff need time available to attend core academic conferences while regular education core academic teachers need time available to attend conferences on instructional strategies for diverse learners, especially within an inclusion setting.

- MONEY – Classes need enough updated textbooks and supplemental materials for their classes. In addition, in order to communicate with parents more effectively, phones need to be added within the school so that teachers can contact parents in a secure location.
- PERSONNEL – Additional special education paraprofessionals need to be hired to provide a more even spread of assistance within the inclusion classrooms for at risk and special education students in core academic classes and provide for no less than two assistants per CDC and ED classrooms to best support core academic learning within special education lab settings.
- OTHER RESOURCES – All science classes should have materials available to perform experiments in lab settings, including appropriate number of state-of-the-art microscopes. All teachers should have no less than \$500 to spend on consumable supplies and additional teaching resources – with appropriate documentation of purpose and usage provided. Additional mobile computer stations should be available for both buildings and the computer lab in Building A should be repaired and maintained in order to utilize the instructional materials purchased.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

This area is still a concern for both teachers and administrators. There are teachers who do not have the proper supplies or equipment in the science labs, which are part of our curriculum. The funding for additional resources within classrooms has improved since we received grant funding.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

We have begun a process in which we identify resources that could be beneficial instructionally for our students. Through a grant funding source, we have placed a focus on technology this year and properly supplying our teachers with the technology needed as an instructor and plan to invest in more laptops next year for student use. All teachers have received SMARTBoards to facilitate instruction through the use of technology. In addition, four portable computer labs are being purchased for use in each building (two per building). Licenses for each student were purchased for: Write To Learn, and ACT online prep.

Based on the data, are we accurately meeting the needs of all students in our school?

Our graduation rate and ACT scores are both below where they should be. We have students dropping out of school and students going to college unprepared for such a rigorous curriculum.

However, with funding from The High School Redesign Grant, we are making progress towards meeting the needs of all of our students. The addition of computer labs, The Real ACT Prep Guides, Write To Learn, and Freshman Career Choices Program will contribute towards improving the academic performance of our students and better prepare them to meet their post graduate goals.

TEMPLATE 3.1.c: Curricular Summary Questions
(Rubric Indicator 3.2)

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

We have motivated teachers who are studying assessment scores and standards. Our goals are clearly outlined, and we know that we need to increase our graduations rate and our ACT scores. Our Gateway scores are strong and are well above the state average. We have an intervention program that identifies possible students at risk for drop out. We have an alternative curriculum for students at risk called E4TN with additional computer support to help students use this program.

We have implemented a Freshman Academy to ensure both academic and personal success during the transitional phase into high school. Initial data indicates a dramatic decrease in ninth grade failures at the end of 2008 – 2009 as compared to 2007 – 2008. In 2007 – 2008 there were nineteen students with a total of 44 “Fs”, but that improved in 2008 – 2009 to eighteen students with 28 “Fs”. It is apparent that there are fewer students with multiple failing grades and those who fail a class are able to remediate, or take credit recovery, and move on with their classmates. Studies show that this is critical in helping students stay motivated to graduate. The addition of the “Career Choices” program for all 9th graders will also help motivate students to set goals and work towards those goals.

We have significantly increased the amount of technology available inside the classroom through the installation of SMARTBoards in every academic classroom. As a result, technology-based education within the classroom is steadily increasing and students have greater access to hands-on learning tools. The grant money from High School Redesign has supplied software licensing for all students to utilize ACT Online Prep and Write To Learn.

Curriculum Summary Questions- Narrative Response Required

What are our major challenges and how do we know? (These should be stated as **curricular** practice challenges identified in the templates above that could be a cause of the prioritized needs identified in component 1.)

Improving our ACT scores is a daunting task, but we are taking steps to help students be better prepared for taking this test. We need to continue to explore opportunities for ACT enrichment and encourage students to take advantage of those opportunities.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

We will give more counseling to those students who are preparing to take the ACT. We will also track the “at risk” students from their 9th grade year to try to intervene before they drop out.

We will continue to implement strict guidelines within the Freshman Academy and collaborate within specific academic teams in order to identify “at risk” students during their first year of high school. This will allow for intervention within a reasonable timeframe. The end result will be a dramatic decrease in the dropout rate.

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices
(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Aligned with standard based curriculum	Classroom instruction aligned with assessment	Data driven instruction	High quality learning environment	Research based teaching strategies and learning	Additional assistance to improve learning	Classroom organization and management techniques
Evidence of Practice (State in definitive/tangible terms)	Teachers are required to follow standards based curriculum instead of a textbook as indicated on weekly lesson plans turned in to administration.	Teachers examine and use district benchmark and state assessment results to direct instructional decisions.	Teachers study prior student performance data to understand the needs of students entering their classes.	Our teachers have a clear focus on our mission and beliefs with high standards and expectations of students. Collaboration and communication encourage a positive learning environment.	Early measures of student performance are gathered and assessed. Teachers seek out opportunities for professional growth in order to increase student achievement. Academic textbooks are aligned with state standards.	Our administration and teachers continually and collectively seek supplemental instructional resources tailored to the specific needs of the students at our school. After school tutoring is provided through Title I funding. The Credit Recovery Program is available for students who need extra assistance to graduate.	Effective classroom and behavior management allow for greater focus on teaching and learning. Strong discipline codes and consistent enforcement support classroom management.
Is the current practice research-based?	Yes Daniels, Marzano, Zemelman	Yes Daniels, Marzano, Zemelman	Yes Marzano, Allen	Yes Daniels, Marzano, Allen	Yes Daniels, Zemelman, Allen	Yes Daniels, Marzano, Allen	Yes Daniels, Marzano, Allen
Is it a principle & practice of high-performing	Yes	Yes	Yes	Yes	Yes	Yes	Yes

schools?							
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (Identify all applicable sources)	<p>AYP was met in Math and reading with 95% advanced or proficient in math. Scores remained high at 94% in reading.</p> <p>Principals on a consistent basis perform formal evaluations and walk through evaluations.</p> <p>ACT standards were given to all teachers on the first day of in-service.</p> <p>Teachers began aligning their instruction in 2008-2009 academic school year to the new state standards adopted in</p>	<p>LHS made these significant gains in the following assessments in 2008:</p> <p>EOCs: Mean Student Score: 2008 2009 Math Found: 529.4 N/A English I: 521.9 525.4 U.S. History: 517.2 519.1 Composite ACT: Mean Student Score: 2008 2009 20.11 19.75 TCAP Jr. Writing Assessment: Mean Student Score:</p>	<p>Documentation of teacher attendance at in-service on TVAAS in 2008.</p> <p>Individual portfolio reports were delivered to students by counselors and teachers to analyze and set goals with their students.</p> <p>Teachers receive and analyze Gateway and EOC scores for their students.</p>	<p>Results from recent student, parent, and teacher surveys</p> <p>Our system provides technological resources such as: <i>A+</i> for reinforcement and our Credit Recovery Program, SMARTBoard Software to accompany teacher's interactive high technology boards in their classroom, <i>Renaissance Learning</i> which provides every LHS student with an account to motivate independent reading and test for comprehension, <i>River Deep-Destination Reading</i> for the CDC classes to reinforce basic Language Arts skills in either an independent or class structured interactive manner</p>	<p>Teachers attend professional development events to ensure educational growth.</p> <p>Inclusion has been initiated into the regular classroom with a diverse student population to prepare these students to earn a regular diploma.</p>	<p>Progress reports, Teachers identified "at risk" students</p> <p>Credit Recovery is offered after school on a nine weeks' basis.</p> <p>A Dropout Prevention Coordinator works closely with at risk students to assist in targeting their needs and ways to improve their learning.</p>	<p>Administrators visited classrooms to reinforce the Code of Conduct and expectations.</p> <p>Walk Through, Formal evaluations, Student Survey***</p> <p>On the first day of classes, our students received a syllabus for all classes outlining class rules, method of grading, and state standards connected for each of their classes.</p>

	January 2008.	2008 2009 4.32 4.15		through a engaging format. Teachers are also encouraged to provide additional resources through sound educational websites or software to further enrich the students' mastery of learning.			
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Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	EOC, Gateway, TCAP Junior Writing Assessment, and ACT test results from 2008 demonstrated significant gains over 2007 and previous years. Student Surveys in 2008 –2009 indicated that 83% of the students agree that curriculum expectations are clearly communicated.	Regular formal and informal assessments with professional observations allow teachers to ensure that students are mastering concepts taught. Early measures of student performance are gathered and assessed.	Student performance on state formal assessments has risen significantly since teachers have been provided tangible data regarding their students' performance through TVAAS and other state reports.	Teacher surveys in 2007-2008 stated that 100% of the teachers feel like the students are academically challenged. 85% of students surveyed in 2008 – 2009 stated that feel that they are academically challenged. Documented usage of wireless classrooms, web based learning sites.	Increase in library circulation, wireless classrooms rotation schedule, and number of teacher reservations for the computer labs. More students being served by special education are graduating with a regular diploma. Teachers share with departments and/ or staff after attending professional development opportunities	Approximately 50 students were enrolled each nine weeks in our credit recovery program, with a success rate higher than 75% successfully completed the program, earning needed credits to complete their graduation requirements. The number of students with special needs enrolled in the general core academic classes and earning a regular diploma continues to rise.	Observation and documentation by the administration There was an 7% increase in discipline referrals in the year 2008-2009 from the previous academic school year of 2007-2008.
Evidence of equitable school support for this practice	Students have necessary prerequisite skills to move to the next subject, grade, or school smoothly and successfully.	Specific information about students' learning progress is communicated regularly to the assistant principal of instruction, to students, counselors, and parents. All teachers provide students	A log is printed from the TVAAS restricted website by administration to determine the use of the website information provided. Teachers have been trained on how to properly retrieve and analyze TVAAS data.	Honors classes are offered and approved by our local board of education after a review of additional activities in which the class will participate to challenge students. Majority of classrooms were provided SMARTBoards to enhance student	New strategies are being used in the classroom as indicated on observations conducted. There has been an increase in the number of teachers using diverse methods in instruction, specifically integrating various forms of technology into the classroom. 82% of teachers surveyed in 2009-2010 feel that	Any teacher can make accommodations for any student if there is a need. All teachers identified standards taught in their classroom in order for our credit recovery standards to be in place and consistent with classroom instruction. All teachers participated in identification of at risk students.	Our Code of Conduct is the cornerstone of our disciplining procedures for our school Teachers develop appropriate disciplinary system to manage any Level I rule infraction.

		practice in successful test taking skills for multiple choice assessments and in answering high order thinking questions.		interest, interaction, and productivity.	students are academically challenged. Teacher surveys from 2008-2009 found that 74% of our teachers feel that all teachers have high expectations for students. 77% of teachers surveyed in 2009-2010 feel that teachers encourage higher-order thinking skills.		
Next Step (changes or continuations)	Teachers have already been coordinating their instruction with the new state standards. This process will continue with administration encouraging teachers to attend available training in this area as they have opportunity.	We plan to continue appropriate instruction and techniques for our students to continue excelling in state assessments. We will continue to research and apply diversified techniques and appropriate modifications to assist students enrolled in special education services to successfully pass state formal assessments.	2008 ACT Profile was used to inform teachers of school weaknesses. Individual teacher meetings in which administration ensures that student performance data are continually studied and analyzed.	Our state adopted a one-track diploma requiring a more rigorous curriculum for all students which is to be initiated with the freshmen class of 2009. More real world problem solving incorporated into instruction. Teachers are attending training sessions on using SMARTBoards and other high technology effectively in their classrooms.	Continue to seek more funding from district administration in order to provide more resources for best practices. Incorporation of inclusion into our school setting and proper training for teachers and paraprofessionals.	Provide intensive training for regular ed. Teachers, special ed. Teachers, administration, and appropriate support staff in research based diverse methods of teaching all students within the regular setting. Continue working with the Dropout Prevention Coordinator to identify needs of students before they fall behind.	Offer stipends for mentoring new teachers. Continue to encourage community and parental support for all students. Continue to enforce our Code of Conduct.

TEMPLATE 3.2.b: Instructional Gap Analysis

Instructional Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

- TIME – LHS Personnel place priority on classroom instructional time, in addition to providing intervention and preventive measures for at risk and special education students both during school and after school hours. Personnel spend additional time in instructional training through staff development and in-service, in addition to attending academic and special education conferences.
- MONEY – Money is allocated for personnel, staff training, state adopted textbooks with supplemental materials, additional classroom resources, and media and support technology.
- PERSONNEL – One principal, two assistant principals, two resource officers, 55 teachers, two full time counselors, one half-time counselor, two LPNs, eight special education paraprofessionals, four secretaries, four custodians, nine cafeteria personnel, and one maintenance supervisor.
- OTHER RESOURCES – An Exemplary Educator is under contract for 2009 – 2010. Special Education Director, School Psychologist, Counselor, and an Assessment Coordinator provide additional support in best instructional practices for special education students. After school tutors have been hired through Title I funding to assist students at risk of failing.
- A vocational rehabilitation case manager provides guidance in transitional support for special education and at risk students qualifying to receive vocational rehabilitation services following high school graduation.

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

- TIME – Additional time needs to be provided for training of staff in diverse teaching strategies, especially to at risk and special needs students. Appropriate staff needs to continually be sent to training of the new state standards adopted in January 2008, with time allotted for them to train fellow staff members upon their return. Additional time needs to be granted to all teachers for preparation of paperwork. Special education teachers and support staff need time available to attend core academic conferences while regular education core academic teachers need time available to attend conferences on

instructional strategies for diverse learners, especially within an inclusion setting.

- MONEY – In addition to the money currently allocated for instructional practices, additional funding needs to be found and applied to implement the additional changes listed within this section.
- PERSONNEL – Additional special education paraprofessionals need to be hired to provide a more even spread of assistance within the inclusion classrooms for at risk and special education students in core academic classes and provide for no less than two assistants per CDC and ED classrooms to best support core academic learning within special education lab settings. An academic coach needs to be provided to assist all teachers, especially in core academic areas, in applying an appropriate variety of research based teaching strategies within their instruction. A reading coach should be hired to assist in raising all students' literacy levels to age appropriateness, with an emphasis on increasing reading recognition, fluency, and comprehension.
- OTHER RESOURCES – All science classes should have materials available to perform experiments in lab settings, including appropriate number of state-of-the-art microscopes. All teachers should have no less than \$500 to spend on consumable supplies and additional teaching resources – with appropriate documentation of purpose and usage provided.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

All science teachers need to have the proper supplies or equipment in their classrooms to conduct science labs, which are a part of our curriculum. The funding for additional resources within classrooms is limited.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

We continued the process in 2008 – 2009 of identifying resources that could be beneficial instructionally for our students. We have placed a focus on technology supplying teachers with the technology needed for best practices instruction; however, these resources have not been equally distributed to teachers of students with special needs. Because of funding allocation, special education should re-evaluate the current use of funding to include the technology needs in the classroom.

Based on the data, are we accurately meeting the needs of all students in our school?

Our data indicates that we have fallen short in various areas as compared to other schools throughout our state. We have too many students dropping out of school and failing to make individual gains in subject areas, though our credit recovery program and other intervention programs help us continue to make significant gains in this area.

TEMPLATE 3.2.c: Instructional Summary Questions
(Rubric Indicator 3.4)

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our 2008 – 2009 percent for all students participating in Gateway Math was 96% and in Gateway Reading was above 95%.

Gains were made in the mean student scores in comparable End of Course tests in 2008 – 2009.

Though our mean composite ACT score and TCAP Junior Writing Assessment score decreased insignificantly in 2008 – 2009, our students continue, in general, to perform well on these tests.

Instructional Summary Questions- Narrative Response Required

What are our major challenges and how do we know?

The major challenge at Lexington High School is to continue increasing our graduation rate to a level which will assure our removal from the list of high priority schools in Tennessee.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

Training in diversified teaching styles and attitudes – that we are teaching students not subjects. Assist teachers in identifying individual student needs and how to address them. Continue to seek funding sources to make instruction in every classroom equitable. (i.e. corporate sponsors, available grants, community support, address needs in specific terms to city commissioners).

LHS transitioned from a traditional six-period school day to a modified block schedule at the beginning of the 2009 – 2010 school year. Students benefit from the opportunity to earn eight credits each school year. In addition, there is a period of time in the middle of each school day called Learning Enrichment during which students participate in grade-level specific enrichment activities. Freshman students use the Career Choices curriculum which gives them an opportunity to explore the connection between their academic work in high school and college, preparation and choices for post-graduate training, available professional choices as an adult, and how to establish appropriate work habits; sophomore and junior students work during Learning Enrichment on test-taking skills and utilize The Real ACT Prep guides, a copy of which was purchased for each student to use; sophomores also receive instruction through language lab software during this period; and seniors work on term papers, college/job applications, essays for applications, resumes, etc.

TEMPLATE 3.3.a: Assessment Practices

Template 3.3.a: Assessment Practices
(*Rubric Indicators 3.5 and 3.6*)

Current Assessment Practices	Assessments are aligned with TN standards per curriculum	Appropriate assessment strategies are used to make decisions on student achievement	Assessment of all categories of students	A wide range of assessments are used to measure student learning	A variety of data points for decision making relative to student achievement	Assessment information regarding student learning is communicated to students, parents, and stakeholders	Professional development and technical support assist teachers in developing and using assessments
Evidence of Practice (State in definitive/tangible terms)	Teachers are required to follow standards based curriculum on weekly lesson plans.	Parents, teachers, and counselors monitor parent Portal. Teachers use data from EOCs and ACT to assess student progress.	Students with various learning styles and abilities are assessed using various methods as indicated on the IEPs and the weekly/daily lesson plans.	Teachers use portfolio, Credit recovery, computer based instruction and standards based assessments to measure student learning.	On-line data: Gateway, ACT Plan, ACT, Credit Recovery testing are all used in assessing student learning and achievement.	Parent Portal, Freshmen Orientation, Parent-Teacher conferences, email, and progress reports communicate student achievement.	In-service and staff development time provides training in AYP, TVASS, Write To Learn Assessment. Teachers are encouraged to attend seminars for updated assessment practices.
Is the current practice research-based?	Yes Daniels, Marzano, Zemelman	Yes Daniels, Marzano, Zemelman	Yes Marzano, Allen	Yes Daniels, Marzano, Allen	Yes Daniels, Zemelman, Allen	Yes Daniels, Marzano, Allen	Yes Daniels, Marzano, Allen
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	AYP was met in Math with 95% advanced or proficient and 94% additional advanced or	On-line teacher records, report cards, LHS Web-site will be interactive.	Teachers are required to sign all IEP and 504 assessment modifications.	Documented on lesson plans. All teachers are required to submit standards covered for the Credit	Administration verifies teacher use of TVASS data via on-line log. Teachers receive and analyze student	Parent attendance at teacher conference and open house. Parent Portal use and parent/student	Documentation of staff development. Department heads are required to have meetings every month

	proficient in reading	Teachers and counselors share TVASS data and goals with parents and students.	Monitored via parent portal, grade book, lesson plans, and observation	Recovery program. All textbook materials and assessments are aligned to the state standards.	Gateway and EOC scores.	surveys support communication.	to collaborate assessment strategies.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Students are proficient or advanced in Math 95% and 94% in Reading. Even after a small drop from the previous year in reading, LHS is still above the state benchmark of 93 in reading	Parent use of web site documents effectiveness. Students are given TVASS goals and understand the importance	Gateway success in all categories except in the Special Ed with Disabilities category. In this subset, the proficient/Advanced Target was 93 in Language Arts. LHS had a 76% proficient/advanced rate.	Summer portfolio works are displayed for parents at beginning of year. Teachers use various web sites to assess student learning: Teachers have an on-going schedule for laptops to use for assessment.	Increase of on-line data by teachers and is verified by the administration log. Students and parents are informed of ACT, Plan, and Gateway tests goals and results.	Gateway and EOC success. Parent portal hits have increased and parents are more proactive in communicating with teacher via emails. In addition, in the Freshmen Academy parents are contacted more frequently by teachers and counselors.	Effectiveness for ACT and graduation was determined at end of 2009 with only a slight decrease in graduation rate to 86.2%. AYP results show the effectiveness in Gateway Math and Reading.
Evidence of equitable school support for this practice	State standards are available on line to all teachers.	All teachers have access to and use the available data sources.	Teachers are given information and support	All teachers have access to computers and web-based learning opportunities.	All teachers have access to the data and have training as needed.	All teachers are required to have at least 1 grade in parent portal every week, and distribute a progress report every 4 ½ weeks. Attendance parent conferences and open house is monitored by administration.	In a survey conducted by TDOE, 72% of our teachers felt their PD experiences would have a positive effect.
Next Step (changes or continuations)	The state has issued new standards for 2009-10 school year. Our school will use the new standards	The development of the new LHS interactive web site will increase parent input towards student achievement.	Continue	Additional training and funding for teachers is needed in order to continue the use and development of varied assessment	The ACT profile will be used to inform teachers of assessment weaknesses. A full time Data	Continue	A full time data person should be used to maximize the use of on-line data in assessment strategies.

	to drive assessment in our classroom.	Teachers will continue to use TVASS data to monitor assessment success.		strategies.	person should be used to maximize the use of on-line data in assessment strategies.		
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TEMPLATE 3.3.b: Assessment Gap Analysis**Assessment Gap Analysis – Narrative Response Required****“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?)

- TIME – Teachers are given a 39 minute planning period and 39 minutes to work with assessment, data, or other student-related duties. Standardized tests are administered exclusively in individual classrooms.
- MONEY – Additional resources have enabled teachers to have SMARTBoards and additional technology in the classroom.
- PERSONNEL – School counselors and teachers are responsible for administering all standardized tests. Individualized testing is done on an as-needed basis. Teachers are responsible for this testing, as well as Special Education paraprofessionals.
- OTHER RESOURCES – All teachers have SMARTBoard technology in the classroom. In addition, the media center has added computers for the E4TN and Credit Recovery programs.

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?)

- TIME – Additional time is needed to maximize the potential of data driven assessment.
- MONEY – Additional money towards computerized assessment would benefit all students.
- PERSONNEL – A full time data resource technician is needed in order to effectively utilize the data available for assessment of student learning.
- OTHER RESOURCES – Additional software and peripheral input devices are needed to maximize the SMARTBoard technology.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? LHS has experienced improvement in this area. All teachers have received training needed for assessment strategies. In addition, teachers and others are being trained to use the latest in classroom technology, such as SMARTBoards. All teachers need smaller classes so that computers and individualized assessment can be realized. The computer labs (stationary/mobile) in both buildings need to be repaired, updated, and maintained.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? Availability of funding has improved dramatically this year. All teachers have a SMARTBoard and associated software in their classroom. This will improve the ability for teachers to maximize teaching and assessment strategies. The needs of our special education students and honors students are being met by smaller class sizes and/or individualized assessment plans.

Based on the data, are we accurately meeting the needs of all students in our school?

We have shown improvement at meeting the needs of all our students. Though the graduation rate dropped slightly from 87.4% in 2007 – 2008 to 86.2% in 2008 – 2009, this decrease is not significant. The Freshmen Academy helped identify weak students and this will help improve ACT and all assessment results in the future. We are effective at identifying at-risk students, and we have acquired funding through the High School Redesign Grant that will significantly help all students improve their reading, math, and study skills. Credit recovery is available at the end of each nine week period and we have funding available for in-house tutoring.

TEMPLATE 3.3.c: Assessment Summary Questions
(Rubric Indicator 3.4)

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

The Algebra I Gateway scores for Lexington High School are significantly above the average school in the state. With the implementation of the Freshman Academy, the failure rate for 9th grade decreased by 50%.

Assessment Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **assessment practice challenges** identified in the templates above that could be a cause of the prioritized needs identified in component 1.)

Major challenges for Lexington High School continues to be improve graduation rate and increase ACT, Biology I, and Writing Assessment scores.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Beginning with the 2009 – 2010 school year, LHS transitioned to a modified block schedule. Four 78 minute class blocks and a Learning Enrichment period (during middle block of the day) of 69 minutes. During this Learning Enrichment period, each grade level has activities assigned that will enrich the academic process and improve test scores. All teachers have time during their plan block to work with other teachers to assess test scores, review assessment materials, and collaboration of teaching methods.

TEMPLATE 3.4.a: Organizational Practices

Template 3.4.a: Organizational Practices
(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	Mission/vision	Promotes Time-on-Task for students	Diverse Learning	Engage stakeholders of parents and community	Provide professional development for leaders	Organization process increases opportunity for success in teaching and learning	Proactive in addressing issues
Evidence of Practice (State in definitive/tangible terms)	Teacher Handbook with this information included is present in each classroom School website publicizes this information	Hall passes, bell schedules, formal evaluations, walk through observations, activity periods for club/organization meetings PA announcements are made at beginning of 3 rd block	Team teaching, collaboration, vocational training, IEP, dual enrollment opportunities, common planning periods, articulation	Renaissance Program, Open House, Freshman Orientation Surveys sent home Parent-Teacher conference both semesters	School-wide and district-wide in-service meetings Staff Development opportunities Attendance at relevant meetings and conferences	Common planning periods for Freshmen Academy , Renaissance Accelerated Readers, end of year wish list, course syllabi, lesson plans, emphasis on discipline	Administrative follow-up on Student Handbook and Dress Code rules Classroom rules/expectations and class syllabi of teachers School counselors assigned to students by grade level
Is the current practice research-based?	Yes Daniels, Marzano, Zemelman	Yes Daniels, Marzano, Zemelman	Yes Marzano, Allen	Yes Daniels, Marzano, Allen	Yes Daniels, Zemelman, Allen	Yes Daniels, Marzano, Allen	Yes Daniels, Marzano, Allen
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (Identify all applicable sources)	Teacher Handbook Scores on EOC	Out of place list, behavior report, teacher and student	Teachers' schedules, lesson plans, diversified	Articles in local newspaper, invitation for parents to	Sign-in sheets from school/district sponsored in-service	Test scores, discipline reports, list of technology needs	Student behavior report

	and ACT tests Graduation rate	evaluations, report cards	presentation of curriculum, IEP accommodations for students with special needs	participate in registration process, access to Parent Portal, school website	meetings Certificates awarded to participants in professional development Artifacts from meeting and conferences attended		
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	School environment Test scores are reflecting an upward trend	Behavior and detention reports Out-of-place reports	Test scores of students	Continued participation of business sponsors Activity on Parent Portal Recorded attendance at events	Teacher certification requirements are met	Test scores of students	Number of detention, Saturday School, and In-school/Out-of-school suspension assignments Discipline reports
Evidence of equitable school support for this practice	Time allocation All teachers have the Faculty Handbook present in their classrooms	Money and time allocation All parents have access to Parent Portal	All teachers have access to strategies which assist with the provision of diversified instruction time for activities	Money and time allocation by businesses All faculty and staff encourages the Renaissance Program School-related activities take place during school hours	Money and time allocation Calendar for school district	Money and time allocation	Communication of expectations to all students Administrators meeting with students School counselor making contact with students
Next Step (changes or continuations)	CONTINUE	CONTINUE	CONTINUE	CONTINUE	CONTINUE	CONTINUE	CONTINUE

TEMPLATE 3.4.b: Organizational Gap Analysis**Organizational Gap Analysis – Narrative Response Required****“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)

- TIME – Designation of planning periods for teachers and organization of staff development activities; provision of opportunities to participate in school-wide and district-wide in-service; expectation of regular meetings for department heads; formation of committees which include members who are school employees, parents and stakeholders from the business community
- MONEY – Each teacher receives a \$200 allotment of BEP funds, allocations are made for the purchase of some of the instructional supplies. SMARTBoards are installed in academic classrooms, required calculators provided for the math departments, access to A+ Credit Recovery for all students. Real ACT Prep Guides are provided for all 10th and 11th grade students.
- PERSONNEL – The school district provides training for all personnel
- OTHER RESOURCE – Counseling is available at our school and our Teacher Center is available for use by all teachers

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)

- TIME – After school courses to prepare to take the ACT
- MONEY – Purchase additional vocabulary and reading workbooks for the classroom. Purchase EOC Practice workbooks updated to the current standards.
- PERSONNEL – Provide adequate personnel to offer classes which prepare students for ACT; provide additional teachers to lower student/teacher ratio.
- OTHER RESOURCES – Provide more computers for use by teachers and students.

Equity and Adequacy:**Are we providing equity and adequacy to all of our teachers?**

Provision of funding is made for all teachers for the purchase of equipment; special funds are available for all CTE teachers to use for the purchase of equipment which is specific to their area of expertise

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

All teachers receive a \$200 allotment of BEP funds for the purchase of materials and supplies to use in their classroom

Based on the data, are we accurately meeting the needs of all students in our school?

From an organizational standpoint, we are meeting the needs of all students. Both buildings on the school campus have mobile laptops and teachers are provided with a schedule which allows everyone to have access to this equipment. In addition, designating common planning periods and enforcing the policy that there will be no classroom disruptions during teaching time has benefited all teachers and students.

TEMPLATE 3.4.c: Organization Summary Questions
(Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Major strengths of our school are stated in our mission and vision statements, which define a compelling purpose and direction for us as an institution of learning. Our school maximizes learning through offering a diverse curriculum for all the students in an environment with is safe, secure, and nurturing. Teachers have high expectations for student achievement as stated in course syllabi which are provided to all students. In addition, teachers' lesson plans demonstrate the high standards for achievement expected for each course which is taught. Another significant strength of our school is creating a climate in which proactive steps are taken to address issues of our students.

We are confident regarding the identified strengths of our school because of our positive school climate, the clear certification and evident professionalism of our faculty and staff, and the recognizable success of our students.

Organization Summary Questions- Narrative Response Required

What are our major challenges and how do we know? (These should be stated as organizational practice challenges identified in the templates above that could be a cause of the prioritized needs identified in component 1)

From careful analysis of recorded scores on previous ACT tests, we are able to determine that one of the major challenges we face is to increase scores of our students on the ACT. Another critical challenge for our school is continuation of the increase in our graduation rate. Though we experienced an insignificant decrease (1.2%) in our graduation rate for 2009, our rate for 2009 was still higher than in other immediate years past.

Organization Summary Questions- Narrative Response Required

How will we address our challenges? Beginning with the 2009 – 2010 school year, LHS transitioned to a modified block schedule. Four 78 minute class blocks and a Learning Enrichment period (during middle block of the day) of 69 minutes. During this Learning Enrichment period, each grade level has activities assigned that will enrich the academic process. 9th graders focus on goal setting – identifying a purpose to be in school; 10th graders use this time to practice ACT PLAN, EOC, and writing skills; 11th graders focus on writing and preparation for the ACT; and 12th graders use this time to complete college and job applications, work on term papers which are required for graduation, establish career goals, write essays that are required for applications, and create resumes. We have the successful implementation of the Freshman Academy concept, the assignment of school counselors to work with students as designated by grade level, and the services of the Drop Out Prevention Coordinator who is employed by our school district, to be proactive in addressing the issues with which our students are struggling.

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE:

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal		The graduation rate will increase from 87.4% in 2008 to 90% in 2011.					
Which need(s) does this Goal address?		Lexington High School needs to increase its graduation rate to meet the NCLB targets for 2010 and 2011 as identified by the Tennessee Department of Education.					
How is this Goal linked to the system’s Five-Year Plan?		The Henderson County School System’s 5-year Strategic Plan Goal Statement has as its goal the improvement of student performance in all areas: improvement in the graduation rate clearly aligns with the system’s TCSPP. It is one of the action steps of the district’s TCSPP. The state of Tennessee is providing BEP funding and outside assistance as needed to ensure the success of students at Lexington High School.					
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1.1	The school will offer a credit recovery program each nine weeks to all students with failing grades in core curriculum courses for remediation and recovery of adequate academic standing in specified courses.	3 p.m. to 5 p.m. Mon.-Thurs. each week for the 2008-2009	Career Ladder teachers/ Credit Recovery Manager	Credit Recovery Program	District Funding	The number of students with passing grades will increase in core curriculum courses, and the 2009	328 students were able to recover a passing score through Credit Recovery. This step will be

		& 2009-2010 school years				graduation rate will be greater than the 2008 graduation rate.	continued for the 2009 – 2010 school year.
Action Step 1.2	The <i>school will</i> provide an outside tutoring program for students through Alternatives Unlimited, Inc.	2008 – 2010 academic years	Teachers hired by the program from Lexington High School	No additional resources needed	Title 1 Funding	Students attending tutoring program will have grades monitored by counselors and teachers.	Seventeen students participated in this tutoring program.
Action Step 1.3	The <i>school will</i> create a new school website with web pages for each course offering, club or school organization, and administrative information.	In place by Oct. 15, 2007 and utilized for the 2008 – 2010 academic years	Teachers, Counselors, Administrators and Students in Interactive Media Course	No additional resources needed	No additional funding needed. Website is maintained by school funds.	Usage survey for students and website reports documenting number of hits of each page will be used.	Fall of 2008 the website is entirely run by the multimedia class, making it more user friendly to the community.
Action Step 1.4	The <i>teachers will</i> maintain an ongoing effort to identify students at risk of dropping out. An at-risk identification form will be used for this purpose.	Continuously throughout the 2008 – 2010 academic years	Teachers, Counselors, Administrators and Drop-out prevention Coordinator – Nancy Bendure	At-risk Identification form	No additional funding needed	School Improvement Leadership Team and Administration will provide ongoing monitoring.	Identified at-risk students were targeted for intervention throughout the school year, directly impacting the school graduation rate, which rose

							from 76% to 86.2% in 2009.
Action Step 1.5	The <i>school will</i> provide a Graduation Coach to work with students identified as at-risk of dropping out.	Continuously throughout the 2008 – 2010 academic years	Graduate Coach Sherrie Kizer	At-risk Identification form	Funded by Title I	Student progress will be monitored each nine weeks via report card data.	Thirty-two seniors identified as at – risk in the 2008 – 2009 school year of which 30 graduated.
Action Step 1.6	The <i>school will</i> implement block scheduling to positively impact graduation rate.	Implemented prior to the 2009 – 2010 school year	School board superintendent and school administration	Two new teachers hired for the 2009 – 2010 school year	One - Hundred thousand dollars provided by district BEP money	Block scheduling will be evaluated by graduation rate, retention rate, and TVAAS scores	
Action Step 1.7	<i>The school will</i> implement a Writing Across the Curriculum approach utilizing the Write to Learn program.	2009 – 2010 school year	Administrators, leadership team and department heads	Mobile Computer Labs for each department	\$300,000 .00 funded by the HSR Grant	Feedback and scoring will be provided by the Write to Learn Company	

Action Step 1.8	At-risk Senior <i>students will</i> sign a Graduation Contract set forth by the counselors and parents explaining what the students need to graduate.	Continuously throughout the 2008 – 2010 academic years	School Counselors and Graduation Coach Sherrie Kizer	At-risk Identification form	Funded by Title I	Student progress will be monitored each nine weeks via report card data.	Counselors drew up contracts with at-risk seniors, directly impacting the school graduation rate which rose from 76% to 87.4% in 2008. Step continued for the 2009-2010 school year.
Action Step 1.9	The <i>school will</i> host a “Career Day” event to increase student awareness of the connection between education and work.	Spring 2009 & 2010	Teachers, Counselors, and Administration	No additional resources needed	No additional funding needed	Students will be given a post-event survey to gauge effectiveness.	Career Day was successful in Spring of 2009 as determined by post event surveys with parents and students.
Action Step 1.10	The <i>school will</i> host a “College Day” event for Juniors and Seniors to increase student awareness of the different local colleges and trade school options.	Fall 2009 & 2010	Teachers Counselors Administrators	No additional resources needed	No additional funding needed	Students will be given a post event survey to gauge effectiveness.	Event held on September 23, 2009. Students and parents received packets, material, and made contacts with local colleges.

Action Step 1.11	The <i>school will</i> maintain its current academic and attendance recognition and awards program that is sponsored by the Renaissance Program.	September 2008 – May 2010	Renaissance Coordinator Margaret Stowe	No additional resources needed	District gives \$400 for the program; Sponsors cover other expense	The leadership class will maintain records for each nine weeks achievement.	Rallies and/or student recognition events were held each nine weeks, along with a senior awards program.
Action Step 1.12	The <i>school will</i> host an Eighth Grade Celebration for students and parents to make them aware of opportunities at Lexington High School.	Spring 2009 & 2010	Teachers, Counselors, and Administrators	No additional resources needed	No additional funding needed	Parents and students sign in and give email information at the door.	Event will be held on an annual basis
Action Step 1.13	The <i>school will</i> implement a Ninth Grade Academy to impact student learning.	September 2008 – May 2010	All ninth grade academy teachers	No additional resources needed	No additional funding needed	Effectiveness will be gauged by looking at grade reporting data and number of ninth graders passing core subjects compared to previous years.	There was a 50% reduction in failures. Step will be continued in 2010.
Action Step 1.14	<i>At-risk students will</i> be identified from the elementary feeder schools before they enter into the ninth grade in order to implement a plan of action to increase the graduation rate of students.	Spring 2009 & 2010	Elementary School Principals and Counselors, and LHS Counselors	At-risk Form	No additional funding needed	The forms will be tallied to determine the number of and names of students identified as at-risk students.	High School Counselors and API met with feeder school counselors to identify at-risk students. Step will be

							continued in Spring 2010.
Action Step 1.15	<i>Teachers will</i> contact parents of failing students and chronically absent students during each nine weeks grading period to inform parents of their child’s academic standing, which increases parental involvement.	Each nine weeks grading period beginning September 2008 – May 2010	All LHS Teachers	Access to phones	No additional funding needed	Log of parents contacted will be kept.	This action step will be continued for the 2009 – 2010 school year.
Action Step 1.16	<i>Students will</i> master a minimum of 75% of Standards and Competencies in Career and Technical Education courses	September 2008 – May 2010	CTE Teachers		No additional funding needed	CTE Director and Principal will provide ongoing monitoring.	Students mastered over 90% of competencies.
Action Step 1.17	<i>Teachers will</i> insure competencies are mastered and will report accurate data on eTiger.	September 2008 – May 2010	CTE Teachers		No additional funding needed	CTE Director and Principal will provide ongoing monitoring	All CTE teachers reported accurate data on eTiger; Step will be continued for present school year.

PROFESSIONAL DEVELOPMENT: Professional development training for teachers focusing on meeting the needs of students scoring below proficient on the Gateway Tests. Also, training for key stakeholders on the A+LS program used for credit recovery and academic intervention.

PARENT AND COMMUNITY INVOLVEMENT: The school leadership team includes key community stakeholders. These stakeholders will meet with school leaders on an ongoing basis to assess progress. Friends of LHS, a school support organization, will provide financial and human resources. Parents will be invited to open house events and parent/teacher conferences on a regular basis.

Moreover, the school will keep parents and community stakeholders abreast of events at LHS through communication strategies listed below.

TECHNOLOGY STRATEGY: All students have the opportunity to use technology in the library, computer lab, and the mobile computer lab. Also, several technology courses are offered to all students as electives.

COMMUNICATION STRATEGY: LHS sends out report cards every six weeks and progress reports at the midway point of each grading period. In addition, the school uses other modes of communication such as the school website, personal phone calls by faculty, parent/teacher conferences, weekly newspaper articles, direct mail, email, Parent Portal, and radio announcements.

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE:

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	ACT student composite scores will increase from an average of 19.7 to 22 in 2011.
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Which need(s) does this Goal address?	LHS ACT scores lag behind the state and national average and need to improve to a 21 to meet the standard.
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How is this Goal linked to the system’s Five-Year Plan?	The Henderson County School System’s Strategic Plan Goal Statement has as its goal the improvement of student performance in all areas: improvement in the average ACT score to 21 aligns with the district’s TCSPP. The state of Tennessee is providing BEP funding and outside assistance as needed to ensure the success of students at Lexington High School.
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ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Time-line	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
October 2008 & 2009	Carol Burroughs ACT Coordinator for LHS	PLAN TEST	District Funding	Test Results from PLAN	PLAN was given to all tenth graders on October 22, 2008 and also given to current tenth graders on

Action Step	The school will give the mandated PLAN ACT Test to Sophomores.
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							October 7, 2009.
Action Step 2.1	<i>Students will</i> meet with their counselor for pre-test guidance and to gauge test readiness prior to students registering to take the ACT.	September 2009 – May 2010	Counselors	ACT Registration packets and practice tests	No additional funding needed at this time	LHS counselors will provide ongoing monitoring.	Counselors met with all first time takers. Sign-in sheets were kept for verification. Step continued for 2009 – 2010 school year
Action Step 2.2	The <i>school will</i> give the mandated ACT Test to all Juniors.	March 7, 2010 & 2011	Carol Burroughs	ACT Test	State Mandated	Test results from ACT	Results pending from ACT
Action Step 2.3	<i>Teachers will</i> receive training on alignment of ACT standards and state standards.	Sept. 2009	District Supervisor of Instruction: Tim Rogers	No additional resources	District funding	Test results from ACT	Supervisor of instruction provided training to select staff members
Action Step 2.4	The <i>School will</i> provide the ACT Online Prep Course for all students.	2009 – 2010 school year	LHS school leadership team	ACT Online Prep Course	\$495 from school instructional money	Usage of the program is monitored by ACT with results given to the school.	Students will be provided user name and password during Learning & Enrichment period in the fall of 2009

Action Step 2.5	All <i>teachers will</i> be provided with ACT standards to display in their classroom and will align their classroom practices with ACT standards.	September 2009 – May 2010 ACT Standards handout will be given in the Fall of 2009	Teachers and Anna Ogburn (API)	ACT standards	No additional funding needed at this time	Administration will monitor to insure standards are posted and are being taught.	Standards poster no longer provided by ACT. Teachers will be provided a handout of ACT Standards for each classroom.
Action Step 2.6	All <i>sophomores and juniors will</i> be provided with a copy of the Real ACT Prep Guide.	2009-2010 School year	Anna Ogburn (API) & Counselors	Real ACT Prep Guide	\$6,250.00 from the High School Redesign Grant	Usage of guides will be monitored by the API and department heads	Students will be provided guides during Learning & Enrichment period.
Action Step 2.7	The <i>school will</i> host community forums to inform stakeholders of the new ACT testing initiative.	2009-2010 school year	Counselors	No additional resources	No additional funding needed at this time	Records of attendance and copies of information disseminated at forums.	Counselors and District Supervisor in charge of testing, met with parents and concerned stakeholders in November 2008. Step continued for 2009 – 2010.

PROFESSIONAL DEVELOPMENT: ACT training will be provided to counselors and key teachers from each department at an ACT workshop in October 2009.

PARENT AND COMMUNITY INVOLVEMENT: The school will host community forums to inform stakeholders of the school's new testing initiative.

TECHNOLOGY STRATEGY: Lexington High School students preparing to take the ACT will be given access to the ACT Online Prep Course at no cost. In addition, all students have the opportunity to use technology in the library, computer lab, and the mobile computer lab.

COMMUNICATION STRATEGY: LHS sends out report cards every nine weeks and progress reports at the midway point of each grading period. In addition, the school uses other modes of communication such as the school website, personal phone calls by faculty, parent/teacher conferences, weekly newspaper articles, direct mail, email, Parent Portal, and radio announcements.

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE:

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Our goal is to increase the percentage of students combined scoring in the fourth and fifth quintiles on the EOC 2010 TVASS Diagnostic Report from 46.1% to 55%.
Which need(s) does this Goal address?	This goal addresses the need identified by the 2011 TVAAS School Value Added Report indicating that Lexington High School’s 3-year average is significantly below the state average in Biology I.
How is this Goal linked to the system’s Five-Year Plan?	The Henderson County School System’s 5-year Strategic Plan Goal Statement has as its goal the improvement of student performance in all areas; improvement in the proficiency level on English Gateway scores would clearly align with the district’s 5-year goal since the county has designated areas for student performance improvement. The state of Tennessee is providing BEP funding and outside assistance as needed to ensure the success of students at Lexington High School.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Time-line	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 3.1	The Administration will provide EOC Coach Booklets for student review.	September 2009 – May 2010	Administrators	EOC Coach booklets	\$1400 from instructional money	Administration will provide ongoing monitoring	
Action Step 3.2	Biology I students predicted to score in the lowest quintiles will have daily blitz sessions with biology teachers the week preceding the Biology I EOC test.	December 2009 and May	Biology I Teachers: Gurschick, Young, Beatty, and	Lexington High School EOC practice booklets	\$400 for food and rewards	Test scores of students attending the blitz will be evaluated	52

PROFESSIONAL DEVELOPMENT: Professional development training for teachers focusing on meeting the needs of low performing students on the Biology I EOC/AYP exam.

PARENT AND COMMUNITY INVOLVEMENT: Parents of students identified as at-risk enrolled in Biology I will be informed of the schedule for tutorial sessions. Parents of Biology I students will be invited to attend an informative EOC/AYP testing meeting in regards to new state standards and testing initiative.

TECHNOLOGY STRATEGY: Each student enrolled in Biology I will have daily access to mobile computer labs purchased through the High School Redesign Grant.

COMMUNICATION STRATEGY: LHS sends out report cards every nine weeks and progress reports at the midway point of each grading period. In addition, the school employs other modes of communication such as the school web-site, personal phone calls by faculty, parent/teacher conferences, weekly newspaper articles, direct-mail, Parent Portal, School Messenger System, and radio announcements.

GOAL 4 – Action Plan Development	
Template 4.1 – (Rubric Indicator 4.1) Revised DATE:	
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)	
Goal	Our goal is to increase the percentage of students achieving proficient on the EOC Math Test from 96% in 2008 to 98% in 2011.
Which need(s) does this Goal address?	This goal meets the NCLB target for 2010 as identified by the Tennessee Department of Education.
How is this Goal linked to the system’s Five-Year Plan?	The Henderson County School System’s 5-year Strategic Plan Goal Statement has as its goal the improvement of student performance in all area: improvement in the proficiency level on Math Gateway scores aligns with our district’s TCSPP. The state of Tennessee is providing BEP funding and outside assistance as needed to

		ensure the success of students at Lexington High School.					
ACTION STEPS – Template 4.2 – <i>(Rubric Indicator 4.2)</i>		IMPLEMENTATION PLAN – Template 4.3 – <i>(Rubric Indicator 4.3)</i>					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Time-line	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 4.1	<i>Algebra I teachers will</i> complete all standards ten instructional days prior to the EOC test to give time for review of the Math standards.	September 2007 – March 2008, cont. for September 2008-May 2010	Algebra I Teachers	TN State Standards	No additional funding needed	Records of completed state standards	Step successfully completed in March 2008. It will be continued for 2008 –2010 school years.
Action Step 4.2	The <i>administration will</i> provide EOC Coach booklets for student review.	September 2009-May 2010	Anna Ogburn (API)	EOC Coach booklets	\$600 from instructional money	Administration will provide ongoing monitoring.	

Action Step 4.3	<i>Algebra I students will</i> engage in weekly activities that reflect the content on the Math EOC Test	September 2007 – May 2008, Sept. 2008 – May 2010	Algebra I Teachers Wallace, Snider, Steed, Peoples, and Atchison	EOC Coach booklets	No additional funding needed at this time	Evaluation of Student Activities from Workbooks will be done.	Step continued for the 2008 – 2010 school year.
Action Step 4.4	The <i>administration will</i> require teachers to send out progress reports mid way through every nine week’s grading period to insure parental involvement in each student’s performance.	September 2007 – May 2008, September 2008 – May 2010	All Teachers	Access to Star Student Management Program	No additional funding needed at this time	Files with parent signatures on progress reports will be kept.	Step continued for 2008 – 2010 school year.
Action Step 4.5	<i>Algebra I teachers will</i> meet monthly to develop units of instruction and assessment that reflect the EOC Math performance indicators to improve learning.	September 2008 – May 2010	Algebra I Teachers Wallace, Snider, Steed, Peoples and Atchison	No additional resources needed	No additional funding needed at this time	Assistant Principal of Instruction will monitor lesson plans and attend monthly meetings.	Math department meetings held on monthly basis during which units of instruction were developed and reviewed.
Action Step	<i>Algebra I students</i> retaking the Gateway Math test <i>will</i> have daily	April 27 –	Math Teachers	EOC Math practice	\$200 for food and	Test scores of students	90% of students

4.6	blitz sessions with Math teachers the week preceding Gateway.	May 4, 2009 & 2010		booklets	rewards	attending blitz will be monitored.	attending blitz sessions passed the Gateway Math test
Action Step 4.7	<i>Algebra I students</i> taking the EOC test and identified as being at risk of not scoring proficient will have attend a one day blitz session the week preceding the test.	May 2010	Math teachers	EOC practice booklets	\$200 for food and rewards	Test scores of students attending the blitz will be monitored.	
Action Step 4.8	The <i>School will</i> provide after school Math tutoring for students enrolled in Algebra I and identified as being at-risk of failing.	September 2008 – May 2010	Math Teachers	Access to computers via the mobile computer lab, or computers in the media center	\$2500.00 via the HSR Grant	Sign in sheets will be kept for each tutoring session. Students attending will have their grades monitored each six weeks through report card data.	

PROFESSIONAL DEVELOPMENT: Professional development training for teachers focusing on meeting the needs of students scoring below proficient on the Gateway Math Test.

PARENT AND COMMUNITY INVOLVEMENT: Parents of students failing in Algebra I and parents of students not scoring proficient on their first attempt on the Gateway Math Test will be informed of the schedule for tutorial session offerings.

TECHNOLOGY STRATEGY: Each student failing in Algebra I and students not scoring proficient on their first attempt at the Gateway Math Test will have the opportunity to participate in computer sessions using the A+LS credit recovery program. Moreover, the school provides students the option of making up Algebra I through E4TN, an online computer class. In addition, all students have the opportunity to use technology in the library, computer lab, and the mobile computer lab.

COMMUNICATION STRATEGY: LHS sends out report cards every nine weeks and progress reports at the midway point of each grading period. In addition, the school uses other modes of communication such as the school website, personal phone calls by faculty, parent/teacher conferences, weekly newspaper articles, direct mail, email, Parent Portal, and radio announcements.

GOAL 5 – Action Plan Development						
Template 4.1 – (Rubric Indicator 4.1) Revised DATE:						
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)						
Goal	Our goal is to increase the percentage of students attaining proficient or advanced on the 2008 English EOC Test from 95% in 2008 to 97% in 2011.					
Which need(s) does this Goal address?	Even though students met AYP goals according to NCLB standards, 100% of students must reach proficiency by 2014. Therefore, students need to continue to show gains yearly to meet the standard of proficiency by the deadline.					
How is this Goal linked to the system’s Five-Year Plan?	The Henderson County School System’s 5-year Strategic Plan Goal Statement has as its goal the improvement of student performance in all areas; improvement in the proficiency level on English Gateway scores would clearly align with the district’s 5-year goal since the county has designated areas for student performance improvement. The state of Tennessee is providing BEP funding and outside assistance as needed to ensure the success of students at Lexington High School.					
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)			IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)			
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>			Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)			
			Time-line	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources

Action Step 5.1	English II teachers will meet monthly to develop units of instruction and assessment that reflect the English EOC performance indicators to improve learning.	September 2008 – May 2010	English II Teachers: Tomlin, and Savage	No Cost	No additional funding needed District Funding	Assistant Principal of Instruction will monitor lesson plans and attend monthly meetings.	English department meetings held on monthly basis during which units of instruction were developed and reviewed.
Action Step 5.2	English II students will engage in weekly activities that reflect the content on the English EOC/AYP Test.	September 2008- May 2010	English II Teachers: Tomlin, and Savage	EOC Preparation Workbooks	\$600.00 for master copies of reading workbooks from instructional funds allocated by the Board of Education.	Evaluate student activities from workbooks.	95% of English II students scored proficient or advanced on the Gateway English Test. Step continued for the 2008 – 2010 school years.
Action Step 5.3	Teachers will work on English EOC objectives in Learning Enrichment Groups prior to EOC Tests being given.	December 2009 and May 2010	All tenth grade LEB teachers	No cost	No additional funding needed	Attendance records and activities records shared with English Dept. Chair.	
Action Step 5.4	The School will implement and utilize the Write to Learn program to improve writing scores and reading comprehension.	September 2009 – May 2010	Administrators, Counselors, Leadership Team and English Dept.	Write to Learn subscriptions for each student	\$28,500.00	The Write to Learn Company will provide scoring and feedback.	

			Chairs				
Action Step 5.5	The <i>Assistant Principal of Instruction (API)</i> will attend the English Department's monthly meetings to assist teachers in developing units of study that include EOC Indicators and evaluate the impact on student learning.	September 2008-May 2010	API – Anna Ogburn	No Cost	No additional funding needed	Attendance records and progress reports will be generated by Credit Recovery Manager.	Monthly departmental level meetings will be continued for 2008 – 2010 school year. Effectiveness measured by percentage of students scoring proficient or advanced on EOC English test.
Action Step 5.6	The <i>school will</i> Implement a ninth grade academy to impact students' lives.	September 2008 – May 2010	All ninth grade academy teachers	No Cost	Title 1 funding	Effectiveness of the ninth grade academy will be gauged by a reduction in retention rate.	The school observed a 50% reduction in ninth grade retention rate for the 2008-2009 school year.
Action Step 5.7	The <i>school will</i> provide staff development training to key stakeholders and monitors on how to implement and manage the A+LS program	September 2008-May 2010	Administrators, counselors, and Credit Recovery Managers	A+LS Program	No Additional funding needed at this time	Sign-in sheets for stakeholders being trained	Training provided to counselors and career ladder teachers on an annual basis.

PROFESSIONAL DEVELOPMENT: Professional development training for teachers focusing on meeting the needs of students scoring below proficient on the English Gateway Test. Professional development for teachers focusing on managing and effectively utilizing the Write to Learn Program.

PARENT AND COMMUNITY INVOLVEMENT: Parents of students failing in English II and parents of students not scoring proficient on their first attempt at the English Gateway Test will be informed of the schedule for tutorial sessions.

TECHNOLOGY STRATEGY: Each student failing in English II and students not scoring proficient on their first attempt at the English Gateway Test will have the opportunity to participate in computer session using the A+LS credit recovery program. In addition, all students have the opportunity to use technology in the library, computer lab, and the mobile computer lab. Moreover, the school will purchase ten mobile computer labs with twenty four laptops in each.

COMMUNICATION STRATEGY: LHS sends out report cards every nine weeks and progress reports at the midway point of each grading period. In addition, the school employs other modes of communication such as the school web site, personal phone calls by faculty, parent/teacher conferences, weekly newspaper articles, direct mail, Parent Portal, and radio announcements.

TEMPLATE 5.1: Process Evaluation**TEMPLATE 5.1: Process Evaluation*****(Rubric Indicator 5.1)*****Evidence of Collaborative Process – Narrative response required****What evidence do we have that shows that a collaborative process was used throughout the entire planning process?**

The major focus on all of our assessments is the performance on the Gateway, EOC/AYP, and ACT tests. Our teachers are given data from the previous year and we meet together, as a total faculty and in departments to access each student's performance and goal. Staff development and in-service time is used to compile and evaluate the data on TVAAS, ACT, writing assessment, graduation rate, and dropout rate.

During the school year, additional data is compiled from results on the ACT Plan, ACT test, and results from our credit recovery program. Every department is required to have a monthly meeting so that the teachers are collaborating on curriculum, instruction, and assessment.

Evidence of Alignment of Data and Goals – Narrative response required**What evidence do we have that proves alignment between our data and our goals?**

The Gateway and EOC/AYP tests are given at the end of each semester. Our goal of increasing the Gateway and EOC/AYP performance is set on an individual basis. We use in-service and staff development opportunities to study the data available on our students at the beginning of the year.

ACT Plan Test is given to all sophomores in October and the ACT tests are given to all Juniors in April. Students are encouraged to take additional ACT tests prior to the end of the senior year. Results are analyzed to determine individual growth and evaluate the school's progress towards its goals in ACT scores and graduation.

Evidence of Communication with All Stakeholders – Narrative response required**What evidence do we have of our communication of the TSIPP to all stakeholders?**

We will provide a copy of our SIP to our local library. We will place a copy of our school improvement plan on our school website as well as system website. Our central office personnel will be given copies of our SIP, and our collaboration process includes incorporation of our system's 5-year plan. Our component chairpersons hold numerous meetings to monitor and adjust our information. Common planning times for the majority of teachers allow for collaboration between teachers in grade levels and disciplines. All component group meetings utilize after school or staff development time to have additional meetings. Parents and student committee members are given opportunities to be involved in these meetings. Our faculty meetings use time to evaluate and progress of the school improvement plan.

We host an 8th grade celebration for all upcoming freshmen as well as an Open House and

Parent teacher Conference.

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals – Narrative response required

What evidence do we have that shows our beliefs; shared vision and mission in Component 2 align with our goals in Component 4?

One of our goals is to improve graduation rate, and we believe that instruction, relationships with parents, students and teachers, and decision-making skills will be impacted positively as we centralize our focus on each of these. We feel that communication with parents and parental involvement will be a vital part in reaching this goal.

Increasing our ACT scores is another goal for our school, and we believe a rigorous curriculum is necessary to motivate and challenge students, which will ultimately improve the ACT scores. We believe that continuing to assess is a pivotal part of determining student success while maintaining and surpassing expectations will increase our ACT scores.

Another goal is improving our Gateway and EOC/AYP scores in Algebra, English, and Biology. We believe that differentiated instruction and having realistic expectations will affect these scores positively. Teachers are now looking at assessment data to determine if learning is taking place. Parents have public access to TVAAS information as well as parent portal, and we have stated that we believe learning will excel with parental involvement.

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required

What evidence do we have that shows our action steps in Component 4 align with our analyses of the areas of curriculum, instruction, assessment and organization in Component 3?

We have credit recovery offered to all students who fail a course for a nine week time period.

We use the state standards to plan assessment, instruction, and identify needs of our students. Our teachers agree on our school's beliefs, vision and mission and use these to direct our school as they are aligned with component 4 goals and action steps.

A variety of practices and strategies, such as Reading and Writing Across the Curriculum, ACT materials, and Career Choice programs, that have been implemented by the high school redesign grant are being implemented in our learning enrichment groups on a daily basis.

The ACT practice test questions within the ACT online Prep Software and the Real ACT Prep Guide workbooks are used as well as the PLAN test to determine student ability level and achievement towards individual goals.

We align curriculum and instruction by coordinating the state standards with ACT standards.

We will continue to use the TVAAS system to evaluate our students, and we have recommended a data coach for the secondary level to assist in assessment of data available.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

Our leadership team will meet with our subcommittees throughout the year to discuss the SIP process. We will ensure that all stakeholders are present for these meetings. The subcommittees will meet on a regular basis to revise, monitor, and evaluate the plan.

When the state report card is released in November, we will allow professional development time to analyze the data.

We will attend professional development opportunities in order to stay up to date on new teaching strategies.

TEMPLATE 5.2: Implementation Evaluation

(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required

What is our plan to begin implementation of the action steps?

Many action steps of the School Improvement Plan have already been implemented due to changes outlined in our School Improvement Plan for 2007 – 2008 which began the process of improving our school in designated areas. Steps which should continue at the start of the 2009 – 2010 school year, including the following:

- Teachers entered the school year with the expectation that students will be quickly identified who are struggling academically and/or who are absent excessively from school. Concerns with regard to these difficulties will be reported to parents, counselors, and/or attendance personnel as soon as they become apparent and document of contacts to report concerns will be made. This activity will be monitored by administrators in both buildings on campus.
- Curriculum standards are being aligned with ACT standers and a handout which includes ACT standards will be provided for each teacher.
- A requirement was given to teachers that a progress report for each student must be sent home at the midpoint of each nine week grading period so that students and parents are aware of student progress. Fulfillment of this requirement is monitored by all

administrators on campus.

- The Learning Enrichment Block was initiated in August 2009 to focus on academic achievement of all students. The LEB is the focal point of the schools High School Redesign Grant. Programs and resources such as ACT online prep, the Real ACT Prep Guides books, Career Choice Workbooks, Write to Learn Program, and mobile computer labs have been purchased from funding provided by the High School Redesign Grant.
- Open House was held in September to welcome students and parents to the campus and to afford parents the opportunity to walk through the schedule of their student(s) and make the acquaintance of all teachers.
- Fall Career Day was held in September to encourage students and parents to begin planning for the future. This event also served the purpose of motivating students to perform to the best of their ability academically as they prepare for life following graduation.
- School counselors attended an ACT workshop in order to receive information regarding future development of curriculum standards and to bring back strategies for improving ACT scores to be shared with our entire faculty.
- The Renaissance Program and Leadership Class for 2009 – 2010 began monitoring student achievement and implementing a system of corresponding recognition and rewards.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Some of the steps which are planned but not yet in place will be implemented according to the following tentative timeline:

September 2009

- ❖ Credit Recovery will be initiated on a nine week basis and evaluated for effectiveness by counselors and administrators as students progress through the program. Data which is collected will be used for immediate and ongoing modifications of the program as needed.
- ❖ School counselors meet with students who are planning to take the ACT for pre-test guidance.

October 2009

- ❖ The PLAN test was administered as a requirement for all sophomore students and data will be analyzed to determine areas of readiness and weakness.
- ❖ The school website – www.lhstigtown.org – will be evaluated regularly and updated frequently by the Interactive Multimedia class to reflect current information regarding the school.

April 2010

- ❖ The ACT test will be administered as a requirement for all junior students.

(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required

What are the calendar dates (Nov/Dec and May/June) when the School Leadership Team will meet to sustain the Tennessee School Improvement Planning Process? Identify the person(s) responsible for monitoring and the role they will play in the monitoring process.

Meetings of the School Leadership Team were scheduled five times during the first nine weeks during the school year 2009-2010. The School Leadership Team will meet quarterly to review and analyze the progress of the School Improvement Plan. The leadership team will meet each month after the faculty meeting and in conjunction with the monthly department head meeting in the media center. The High School Redesign Grant team has met 2 times during the first nine weeks during the school year 2009-2010. The High School Redesign Grant team will meet monthly to review and analyze the implementation of the High School Redesign Grant. Anna Ogburn, Assistant Principal, and Carol Burroughs, School Counselor/SIP Chairperson, will be responsible for communicating the progress reports to all school staff. An administrator will be present at all school improvement committee meetings and departmental meetings.

Evidence of a Process for Monitoring Plan – Narrative response required

What will be the process that the School Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?

Each subcommittee will meet during their plan periods for regular scheduled meetings each nine weeks to monitor the School Improvement Plan and make adjustments as needed. After each subcommittee meeting, a report will be given to the School Leadership Team, who in turn will review and adjust the School Improvement Plan as needed at their meeting. Each Leadership Team member has been assigned a responsibility in monitoring the High School Redesign Grant for the 2009-2010 school year.

Evidence of a Process for Adjusting Plan – Narrative response required

What will be the process that the School Leadership Team will use for adjusting our plan (person(s) responsible, timeline, actions steps, resources, evaluation strategies) when needed?

The summative assessment instruments described in indicator 5.2 (Gateway results, AYP detail report, PLAN results, Writing Assessment results TVAAS results, teacher made test results) will be reviewed and analyzed by the School Leadership Team at regularly scheduled meetings to ensure the progress of the action steps. At these meetings, the School Leadership Team will determine if adjustments are needed to the School Improvement Plan and disseminate findings to all stakeholders or the progress or lack of progress in meeting the goals and objectives of the School Improvement Plan. Larry McBryde will disseminate findings at monthly faculty meetings.

Evidence of a Plan for Communicating to All Stakeholders – Narrative response required

How will the School Leadership Team communicate success/adjustments of the plan to stakeholders and solicit ongoing input from stakeholders?

A hard copy of the School Improvement Plan will be available in the offices of both buildings at Lexington High School and Henderson County School System Central Office. A copy of the School Improvement Plan will also be on the Lexington High School website with updates, feedback, and suggestions links for any interested stakeholders.