



Lee County Schools Long Range Plan

As the citizens of Lee County embrace the complexities of the future, the Lee County Board of Education has developed and adopted a long range plan raising academic expectations, thus challenging our students to higher levels of achievement. This Long Range Plan for Student Growth and Achievement establishes minimum performance standards for students for which teachers and administrators will be accountable.

Lee County Schools, through its teachers, administrators, and staff, and with the support of the Board of Education: "...will teach each student the social and academic skills needed to become a responsible and productive citizen."

With the contributions of its employees and encouragement from the broad support of the community, students attending the Lee County Schools will experience success in varying academic endeavors. By responding with meaningful and purposeful instructional activities to the challenges which students encounter in school, the school district will provide a productive, creative educational environment for each student.

The Lee County Board of Education invites all members of the Lee County community to join together to support the academic and social growth of its young people. As each student experiences success in school, he or she will build a solid personal foundation that contributes to strong, positive self esteem. This positive sense of self will enable our students to be productive citizens in a diverse society, contributing to the success of our community.

Three Year Long Range Plan for Student Growth and Achievement

To provide a rigorous and relevant education for every student.

1. The percentage of all enrollments in Advanced Placement (AP) courses at the high school and in academic courses at community colleges and universities and in high school and community college career and technical courses will increase by 5% each year.
 - a. Improve process of informing parents about the benefits of students obtaining AP credit.
 - b. Set the expectation from the superintendent and principals that teachers will encourage more student enrollment in AP courses.
 - c. Develop a policy for placement of qualified students in AP courses as measured by specific certain criteria.
 - d. The scheduling of Advanced Placement classes will be reviewed with consideration given to first semester scheduling option for maximum learning opportunities.

- e. Broaden the enrollment of qualified students in advanced classes to ensure that students of all races and economic background are given consideration for placement in those classes.
 - f. Encourage qualified students to seek grants and awards such as the Morehead Scholarship in order to lessen the financial burdens associated with post high school educational opportunities.
2. The composite score for VoCATS tests will increase each year by 10%.
- a. Increase the accountability of students taking these tests by treating them like EOC tests, making them count as 25% of students' final grades.
 - b. Develop a targeted plan to increase student scores in areas that have not performed above the state average.
 - c. Examine best practices in terms of benchmark testing during the semester.
 - d. Implement strategies from Lee County CTE Planning and Performance Management System (PPMS) for Technical Attainment.
 - e. Provide and support centralized staff development related to student achievement and focused on district priorities.
3. Annually, each school will meet or exceed Expected Growth under the NC ABC Plan.
- a. Increase learning activities which respond to the instructional needs of ESL students.
 - b. Expand our efforts to build Pre-K programs, particularly for students who are at-risk for not being prepared for kindergarten.
 - c. Develop a comprehensive Staff Development Plan for Lee County Schools, one that details exactly what staff development every employee needs (New Teachers, Veteran Teachers, Lateral Entry Teachers, Administrators, Classified Staff, etc.) and the timeframe over which they would get it.
 - d. Implement the 2005-2006 phase of the Brain Research staff development, with all teachers getting 10 hours of instruction related to Brain Compatible strategies, including at least 1 ½ hours of instruction on the effects of poverty.
 - e. Implement the Rigor, Relevance, and Relationship staff development initiative, with every teacher receiving 15 hours of instruction by the end of 2006-2007.
 - f. Expand the use of benchmark testing to establish in every grade level and in every subject area the progress of our students.
 - g. Implement a comprehensive K-12 language arts/English program that emphasizes and improves student performance in the areas of writing, grammar, and word usage, with accompanying staff development.
 - h. Continue to fill School Improvement Plans and Targeted Intervention Plans with strategies necessary for each school to meet this goal.
 - i. Strengthen after-school and Saturday tutorial programs for at-risk students.
 - j. Implement K-3 Enrichment Classes as outlined in the district AIG plan.
 - k. Implement Cluster Grouping according to research provided in district AIG plan.
 - l. Exceptional Children programs will support general education through scientifically based research strategies and curriculums.

- m. Identify instructional opportunities that increase the inclusion of students with IEPs.
 - n. Change existing school district and state policies, practices, and procedures that support work study programs for students with IEPs and make changes as necessary.
 - o. Expand the use of differentiated instruction to meet the needs of all students.
 - p. Provide staff development to all teachers in grades 3-8 on understanding the state's new growth formula.
4. Annually, each school will make Adequate Yearly Progress under the federal No Child Left Behind Legislation.
- a. Ensure that administrators and staff of each school thoroughly examine test data to determine which subgroups to target with additional resources and/or attention.
 - b. Identify in School Improvement Plans those subgroups at risk of not making AYP and develop appropriate strategies to ensure they do make it.
 - c. Ensure that all staff understand what is required for each subgroup to make AYP (For example, if a subgroup did not make it last year, exactly what percentage of students must be proficient this year to meet Safe Harbor requirements.).
 - d. Focus additional district resources on those schools which are at-risk for not making AYP, particularly those schools which did not make AYP the previous year.
 - e. Develop Personal Education Plans (PEP's) for every student in 1st-9th grade who is performing below grade level.
5. Each year the percentage of high school students passing three or more courses each semester will increase by 5%.
- a. Use NovaNet and other online resources to help students recover credits.
 - b. Improve enforcement of the drivers' license laws that require students to pass a certain percentage of their classes.
 - c. Improve the use and efficiency of the high school after-school tutorial/remediation programs.
 - d. Implement Early College High School plans.
 - e. Continue staff development initiative on Rigor & Relevance, training all LCS staff.
 - f. Explore the implementation of smaller learning communities.
6. The AYP Graduation Rate, as reported in the NC Report Card, will increase by 5% each year.
- a. Use NovaNet and other online resources to help students recover credits.
 - b. Improve the use and efficiency of the high school after-school tutorial/remediation programs.
 - c. Implement Early College High School plans.

- d. Continue staff development initiative on Rigor & Relevance, training all LCS teachers.
 - e. Administer Exit Surveys to students who are dropping out to identify key factors in their decision to leave school.
 - f. Closely monitor Pathway and Course of Study requirements to ensure students are taking the courses necessary to complete graduation requirements.
 - g. Continue to develop strategies to integrate technology at each grade level K-8 to ensure all students have the skills necessary to pass the Computer Skills Competency test.
 - h. Continue to develop specific strategies and programs to address the disproportionate number of ESL and EC students who do not complete high school.
 - i. Increase the percentage of ESL and EC students who receive high school diplomas.
 - j. Remove testing from school counselors' workload to allow more time to nurture and time to foster relationships with students that will enhance high school completion.
7. The student drop out rate will decrease annually to a level that is lower than the state average.
- a. The high schools and Bragg Street Academy will provide students with opportunities to enroll in courses through distance learning thus allowing those students to recover high school course credits.
 - b. Administrators will work with teachers to ensure that instructional activities are responsive to students' needs and relevant to their futures.
 - c. School counselors, teachers, and administrators will seek opportunities to build relationships with students that encourage students to seek academic advice.
 - d. The high schools will strengthen the 9th grade transition programs.
8. Each year, Limited English Proficient students will meet or exceed Annual Measurable Achievement Objectives under Title III of the federal *No Child Left Behind Act*.
- a. Increase the number of teachers licensed in English as a Second Language.
 - b. Increase professional development opportunities available to all employees to include instruction and assessment of limited English proficient students.
 - c. Continue to provide professional development for English as a Second Language teachers in the implementation of the English Language Development Standard Course of Study.

To recruit, employ, develop, and retain highly qualified employees.

- 9. The percentage of classes taught by "highly qualified teachers" as defined by federal law will increase each year.

- a. Improve teacher supplements.
 - b. Develop recruitment incentives (signing bonuses, tuition reimbursement, employee assistance program, reimbursement for PRAXIS exams, relocation bonuses, etc.).
 - c. Consider supplements for teacher assistants.
 - d. Provide tuition reimbursement for assistants who are working on a Bachelor's degree in education.
 - e. Develop exit survey and conduct exit interviews and determine reasons why individuals leave our employment.
 - f. Examine current mentoring programs for lateral entry and initially licensed teachers and strengthen if necessary.

10. The percentage of classroom teachers with initial or continuing licenses will increase each year.
 - a. Develop compensation schedules for veteran staff members (bonuses for serving in areas of extreme shortage).

11. The percentage of teachers who have completed an advanced college degree, including a master's or doctoral degree will increase each year.
 - a. Provide incentives for additional degrees.
 - b. Provide local opportunities with community colleges and nearby universities for cohort graduate study.

12. The percentage of classroom teachers who left their school staff from the start of the prior year to the start of the current year will be below state average.
 - a. Plan and implement an Employee Assistance Program to address emotional & mental health of staff and students.
 - b. Train school administrators on teacher recruitment, empowerment, and retention.
 - c. Increase opportunities for teachers to give feedback on significant issues to administrators.
 - d. Provide resources to teachers so that their requests for items and materials they need to do their jobs are available.

13. The professional development opportunities available to employees will increase to include leadership development programs and alternate professional opportunities.
 - a. Develop and implement teacher training activities that apply the instructional characteristics of Rigor, Relevance, and Relationships.
 - b. Explore teacher/administrator training activities that support examinations of current instructional programs and organizational procedures.

- c. Explore partnerships with community colleges and universities to provide opportunities to obtain advanced degrees or add-on licenses in key areas.
- d. Continue and expand the program currently in place to reimburse employees for a portion of their expenses associated with taking college courses.
- e. Provide support and assistance for teachers seeking NBPTS certification.
- f. Solicit teachers to take on leadership roles (via the Talent Pool Identification process and other methods).
- g. Develop a training program for existing and prospective school administrators.
- h. Develop and offer staff development programs that inform staff of employment opportunities in the teaching profession.
- i. Develop and conduct staff development programs for new administrators and assistant principals.

To maintain fiscal responsibility and seek appropriate financial funding.

- 14. Increase funding for current expenses and capital outlay.
 - a. Consider developing a funding formula that considers student population growth and leading economic indicators.
 - b. Research local funding formulas in other counties that might help develop funding formula for our county in support of PreK-12 education.

- 15. Increase funding from all other sources including private, federal and state agencies and local governmental agencies
 - a. Revise Board Policy that restricts staff's ability to apply for grant funding.
 - b. Continue to apply for state and federal grants.
 - c. Continue to apply for grants from private foundations.
 - d. Lobby state and federal legislators to fully fund mandates and to increase support to public education (e.g. letters, resolutions, special legislative events, committees, office visits, emails, reports).
 - e. Continue to support business/education partnership programs (Adopt-A-School, Educator Passport).
 - f. Support existing private resources (PTO's and school fundraisers).
 - g. Examine existing high school alumni associations and propose concept to parents and staff at Lee County High School.

- 16. Seek additional funding for long-range facility needs.
 - a. Work with county commissioners to add local funds to lottery proceeds for construction needs.
 - b. Examine possibilities for future school construction in response to growing student populations.

- 17. Examine staffing patterns to ensure that human resources are applied prudently and productively.

- a. Implement a system to ensure that all state allotments for personnel are used.

To provide a safe and secure environment for students, employees, and guests.

18. Decrease by 8% annually, the number of acts of crime or violence per 100 students, including all acts occurring in school, at bus stops, on school buses, on school grounds, or during off-campus, school-sponsored activities.
 - a. Increase prevention initiatives that include families and communities working with schools such as SAFTE and PBS.
 - b. Expand the use of Peer Mediation within the system.
 - c. Increase and publicize the number of cameras located on all school buses.
 - d. Increase the monitoring of supervision by administration of school sponsored activities.
19. Decrease by 8% annually, the average number of short-term (10 days or less) and long-term (more than 10 days) out-of-school suspensions and expulsions per 100 students.
 - a. Explore the implementation of Positive Behavior Support programs.
 - b. Partner with other agencies to meet all the mental and physical health needs of our students.
 - c. Develop alternatives to out-of-school suspensions.
 - d. Implement Alternative-to-Suspension programs (smoking cessation, course recovery during suspensions).
 - e. Develop “person centered” counseling programs that support the relationship component to educating students which inspires them to achieve.
 - f. Initiate and promote staff development activities to enhance students-staff relationships.
 - g. Increase the number of communications between parent/student and school staff to promote positive relations.
20. Ensure that signage at all schools and formal communications to parents from all schools and the central office are translated into Spanish.

Promote positive relationships among employees, families, community, and businesses by providing open communication among all stakeholders.

21. Increase participation in parent/teacher conferences by 5% annually as submitted on Parent Involvement Summary Report (face-to-face conferences).
 - a. Encourage principals and teachers to consider alternate strategies and schedules for parent/teacher conferences.
 - b. Ensure that opportunities for parent/teacher conferences are broadly advertised to various communication sources.

22. Increase collaboration with community Emergency/Crisis Management systems, Fire Departments, Law Enforcement agencies and medical facilities/organizations.
 - a. With the assistance of county/city personnel, design and implement standardized crises manuals for all schools.
 - b. Increase collaborative efforts with local response agencies and departments.

23. Invite larger numbers of people into the decision-making processes that effect the operations of the school district.
 - a. Publicize broadly the opportunities for community involvement.
 - b. Continue to involve groups of staff and community in key decision processes.
 - c. Openly communicate events and organizational decisions so that public and staff are aware of potential program changes.