

School Improvement Plan - Overview

School: Lee County High School					
Goal	Baseline Data (2024-2025)	Target Data (2025-2026)	Performance Indicator(s) (How it will be measured)	Action Steps	Which LCS Strategic Plan Goals do the School's Goals Align and Support?
By May 2026, LCHS will increase student proficiency in Biology and English 2, by at least 10% .	The Biology proficiency for LCHS was 32.1 for the 2024 - 2025 school year. The English 2 proficiency for LCHS for the 2024 - 2025 school year was 36.1	The Biology proficiency for LCHS will be at least 35 by the end of the 2025 - 2026 school year. The English 2 proficiency for LCHS will be at least 39 by the end of the 2025 - 2026 school year.	A1.05: ALL teachers will individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide enhanced learning opportunities for students. • NC Check-in data • Weekly common assessments • Common unit assessments A4.01: the school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (MTSS) • Weekly Admin meetings. • PLC's • The MTSS Team	-Teachers will use Unit common assessments to assess mastery and make adjustments to differentiate instruction. Assessments will occur in Biology and English 2 classes. Teachers will use a variety of formative assessments, including but not limited to exit tickets, AVID strategies, Plicker, Quizizz, polls, Kahoot, etc. once per week. It will be reflected in lesson plans that will be reviewed by the PLC and administrative team. -Teachers will ensure every student is receiving aligned instruction at Level 1 of the MTSS process. -Teachers will provide classroom interventions for those students who are at Level 2 of the MTSS process. -Students needing level 3 interventions will be sent to the MTSS Team for review.	Student Growth, Achievement, and Future-Focused Pathways

By May 2026, LCHS will increase student proficiency in Math 1 by at least 40%.	The Math1 proficiency for LCHS was 13.2 for the 2024 - 2025 school year	The Math 1 proficiency for LCHS will be at least 19 by the end of the 2025 - 2026 school year.	monthly meeting	A1.05: ALL teachers will individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide enhanced learning opportunities for students. • NC Check-in data • Weekly common assessments • Common unit assessments A4.01: the school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (MTSS) • Weekly Admin meetings. • PLC's • The MTSS Team monthly meeting	-Teachers will use weekly and Unit common assessments to assess mastery and make adjustments to differentiate instruction. Assessments will occur in all Math 1 classes -Math 1 teachers will use a variety of formative assessments, including but not limited to exit tickets, AVID strategies, Plicker, Quizizz, polls, Kahoot, etc. once per week. It will be reflected in lesson plans that will be reviewed by the PLC and administrative team. -All Math 1 teachers will be required to use and make sure students know how to use DESMOS effectively in their classrooms. -Teachers will ensure every student is receiving aligned instruction at Level 1 of the MTSS process. -Teachers will provide classroom interventions for those students who are at Level 2 of the MTSS process. -Students needing level 3 interventions will be sent to the MTSS Team for review.	Student Growth, Achievement, and Future-Focused Pathways
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By May 2026, LCHS will increase ACT / ACT WorkKeys by at least 10%.	The ACT / ACT WorkKeys composite score for LCHS was 38.9% for the 2024 - 2025 school year.	The ACT / ACT WorkKeys composite score for LCHS school will be 43% for the 2025 - 2026 school year.	A1.05: ALL teachers will individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide enhanced learning opportunities for students. • ACT Bootcamp • Weekly ACT problems of the week.	- Teachers will have ACT questions that are reviewed daily in all classes -Specific students will attend ACT Bootcamp prior to testing. -Testing coordinator will ensure all students who need to test for ACT WorkKeys are tested. -Admin will review with testing coordinator concerning subgroups during each testing cycle -Teachers will provide example ACT problems three times per week	Student Growth, Achievement, and Future-Focused Pathways
May 2026, LCHS will decrease the number of major referrals by 10% for the 2025-2026 school year.	There were 1662 major student referrals for the 2024-2025 school year according to the Educators Handbook.	There will be less than 1496 major student referrals for the 2025-2026 school year.	D2.05: The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. • Classroom walkthrough forms • The Educators Handbook	-Teachers will have classroom expectations and consequences posted in the classroom - Teachers will document parent phone calls for minor incidents in the Educators Handbook - Counselors will provide assistance with social / emotional support -students who are repeat offenders will be recommended to the MTSS Team for support. -Admin will review data in the Educators Handbook	Comprehensive student well-being, safety, and resilience

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School Profile			
	2023-2024	2024-2025	2025-2026
Student Enrollment	1436	1420	1421
Students with Disabilities	172	151	145
Students identified AIG	246	233	203
Students identified EL	230	257	295
Students Eligible for F & R Lunch	61.4%	ALL	ALL
Attendance Rate		90.67%	93.18%
Promotion Rate	92%	94%	
Retention Rate	8%	6%	
Dropout Rate		3.6%	.63%
Suspensions	409	496	24
In-School Suspensions	860	567	31
Bus Suspensions	5	5	9
Ethnic Make-Up of Students			
• American Indian	0.30%	0.77%	0.28%
• Asian	0.60%	0.35%	0.92%
• Black	23%	23%	21%
• Hispanic	43%	44%	46%
• Multi-Racial	4%	3%	4%
• White	29%	28%	28%

	2025-26
Number of Assistant Principals	4
Number of Classroom Teachers	105
Number of Support Staff	7
Number of Classified Staff	27
Teacher Attendance	
Teacher Turnover Rate	

Subject	← Year	← Grade	Growth Indicator	
EOC Biology	2023	N/A	✓ Meets Expected Growth	
	2024	N/A	⚡ Does Not Meet Expected Growth	
	2025	N/A	✓ Meets Expected Growth	
EOC English II	2023	N/A	⚡ Does Not Meet Expected Growth	
	2024	N/A	✓ Meets Expected Growth	
	2025	N/A	⚡ Does Not Meet Expected Growth	
EOC Math 1	2023	N/A	⚡ Does Not Meet Expected Growth	
	2024	N/A	⚡ Does Not Meet Expected Growth	
	2025	N/A	⚡ Does Not Meet Expected Growth	
EOC Math 3	2023	N/A	⚡ Exceeds Expected Growth	
	2024	N/A	⚡ Exceeds Expected Growth	
	2025	N/A	⚡ Exceeds Expected Growth	
EOC Math 3 - School Accountability Growth	2023	N/A	✓ Meets Expected Growth	
	2024	N/A	✓ Meets Expected Growth	
	2025	N/A	✓ Meets Expected Growth	

2024 - 2025

School Performance Grade Overview

	Ach	Growth	Perf	Grade
ALL	51.8	52.9	52	D
AMIN				Insuff
ASIA				Insuff
BLACK	47.1	65.5	51	D
HISPANIC	46.2	58.4	49	D
MULTI				Insuff

WHITE	64.3	56.8	63	C
EDS	44.5	57.4	47	D
ELS	28.1	67.9	36	F
SWD	25.5	69.8	34	F

EVAAS Growth (EGSTAT)

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	ELS	SWD	Read	Math	AIG	HMS
#Students	578			131	254	22	159	291	118	57			107	20
#Scores	638			140	281	23	178	328	128	65			114	22
Index	-8.26			-2.89	-4.96	-1.43	-5.90	-5.55	-2.42	-2..03			-2.35	-0.16
Status	NOT MET			NOT MET	NOT MET	MET	NOT ME	NOT MET	NOT MET	NOT MET			NOT MET	MET

School Performance Grade Detail (SPGSUM)

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	ELS	SWD
Reading/ Math	31.6			23.8	23.0	21.4	50.0	22.6	8.0	<5
Biology	32.1			20.0	30.0	21.4	45.5	24.2	7.0	<5
EL Progress	8.8				8.9			<5	8.8	
ACT/Work Keys	38.9			18.8	36.7		54.8	24.5	8.8	<5
Math Course Rigor	>95			>95	>95	>95	>95	>95	90.7	76.2
4 Year Cohort Grad Rate	87.2			91.0	85.1	73.7	87.4	83.1	71.4	82.2

2023 - 2024

School Performance Grade Overview

	Ach	Growth	Perf	Grade
ALL	54.0	59.6	55	C
AMIN				Insuff
ASIA				Insuff
BLACK	44.2	64.2	48	D
HISPANIC	48.6	71.7	53	D
MULTI				Insuff
WHITE	68.7	64.5	68	C
EDS	45.9	59.3	49	D
ELS	27.3	72.7	36	F
SWD	22.3	65.7	31	F

EVAAS Growth (EGSTAT)

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTe	EDS	ELS	SWD	Read	Math	AIG	HMS
#Students	656			151	275	25	184	430	117	70			107	20
#Scores	723			163	306	26	205	475	129	76			114	22
Index	-4.24			-3.15	-1.66	0.26	-3.10	-4.37	-1.45	-2.85			-2.35	-0.16
Status	NOT MET			NOT MET	MET	MET	NOT ME	NOT MET	MET	NOT MET			NOT MET	MET

School Performance Grade Detail (SPGSUM)

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTe	EDS	ELS	SWD
Reading/ Math	36.4			22.7	30.4	37.9	54.3	29.0	8.8	6.0
Biology	37.9			23.2	35.3		54.4	30.0	12.1	>5
EL Progress	7.9				8.1			<5	7.9	<5
ACT/Work Keys	46.0			25.5	40.4	27.3	67.1	33.3	21.4	

Math Course Rigor	>95			94.9	>95	>95	>95	>95	>95	70.6
4 Year Cohort Grad Rate	83.3			89.2	79.9	73.7	85.5	80.7	66.7	59.5

**EVAAS Growth (EGSTAT)
2024-2025**

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTe	EDS	ELS	SWD	AIG	HMS
# Students	578			131	254	22	159	291	118	57	87	11
# Scores	638			140	281	23	178	328	128	65	97	11
Index	-8.26			-2.89	-4.96	-1.43	-5.90	-5.55	-2.42	-2.03	-2.91	-0.29
Status	Not Met			Not Met	Not Met	Met	Not Met	Not Met	Not Met	Not Met	Not Met	Met

Data Analysis

After reviewing all of the data, use “Qualitative Data Collection around the Key Indicators” to identify significant areas /practices needing improvement; these will become your goals

- Students in EOC Courses (Biology, English 2 and Math 1) have low proficiency percentages
- ACT / ACT WorkKeys proficiency is low
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Identify and Analyze Root Causes:

- The root cause of some of these deficiency is admin not completing walkthroughs as much as planned.
- Student engagement. We need to make sure our lessons are engaging and keep students motivated.
- Admin not attending PLC’s as often as we should.
- We need a tutorial program for students who are struggling.

Goals, Revisions, and Addition:

- LCHS will increase Biology and English 2 scores by 10% by the end of the 2025-2026 school year.
- LCHS will increase Math 1 scores by 40% by the end of the 2025-2026 school year.

- LCHS will increase ACT / ACT WorkKey scores by 10% by the end of the 2025-2026 school year.

Action Steps – What, How, Why

- Admin will complete at least 5 walkthrough weekly
- Admin will review walkthrough data at our weekly Admin meeting
- Admin will address any issues with those teachers who are meeting our requirements for the classroom. (Standard, EQ, Agenda w/ time , and AVID strategy posted.)
- Admin will attend EOC PLC's weekly
- Admin will review Unit assessments with PLC.
- We will collaborate with each EOC to see what is working and what is not working.

Programs

List any intervention programs, remediation programs, digital resources, or other programs the school utilizes. Also, include costs and whether they are school programs or district programs. Ex. Study Island

Program/Resource	Cost/School	School	District
MTSS			*
ACT Bootcamp			*
My Perspectives, Common Lit			*
Reveal Math, Aleks			*
Star, Schoolnet			*

Funding/Budget

What funding sources are available, and how are they utilized?

Funding Source Ex. Title I, grants	Amount	Uses: Be Specific
State	\$18300.00	Instructional Supplies / Materials
Local Funds	\$16836.00	Instructional Supplies / Materials

Principal's Signature: *Robert L. Newby, Jr.*
Chair, SIT: *DeShanta Prince*

Date: 10/1/2025

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