

Tennessee School Improvement Plan



Lebanon High School
Wilson County Schools
Lebanon, TN
Nancy Ash, Principal

November 2009

Tennessee School Improvement Planning Process (TSIPP)

Assurances

with Signature of Principal

I certify that Lebanon High School has utilized the data and other requirements requested for each component. The school will operate its programs in accordance with all of the required assurances and certifications for each program area.

I CERTIFY that the assurances referenced above have been satisfied to the best of my knowledge.

Signature of Principal

Date Signed

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>
Robbie Goad	Y	Guidance Counselor	Component One
Amanda Cannington	Y	Guidance Counselor	Component One
Charles Howard	Y	Agriculture Teacher	Component Two
Sarah Grammer	Y	Science Teacher	Component Two
Barbara Hallums	Y	Math Teacher	Component Three
B.J. West	Y	Special Education Teacher	Component Three
Grace Pack	Y	Math Teacher	Component Four
Rachel Underwood	Y	Foreign Language Teacher	Component Four
Carrie Pfeiffer	Y	Social Studies Teacher	Component Five
Deb Pate	Y	English Teacher	Component Five
Jennifer Cothron	Y	Math Teacher/Chairman	
Claudia Lamberson	N	Parent	
Randall Hutto	N	Community Stakeholder	
Annette Jordan	N	Non-Certified Personnel	Component Five
Taylor Miskovksy	N	Student	
Nancy Ash	N	Administrator	
Myra Sloan	N	Administrator	
Bobby Brown	N	Administrator	
Johnathan Hall	N	Administrator	
Denise Joyner	Y	Administrator/Chairman	

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.2: Subcommittee Formation and Operation

(Rubric Indicator 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Robbie Goad	Guidance Counselor	Y
Amanda Cannington	Guidance Counselor	Y
Jeremy Redmon	Teacher	N
Tania Stinson	Librarian	N
Mary Ashby	Teacher	N
Megan Price	Teacher	N
Rebecca Case	Teacher	N
Tania Durham	Teacher	N
Pam Hubbard	Attendance Secretary	N
Lane Hamnet	Teacher	N
Cindy McGuire	Teacher	N
Tammy Brown	Teacher Aid	N
Doug Keil	Teacher	N
Amanda Hargis	Teacher	N
Lynn Caldwell	Teacher Aid	N
Eric Spear	Teacher	N
Rusty Harrod	Teacher	N
Lori Blackburn	Parent	N
Pat Walker	Teacher	N
Mike Rehnborg	Teacher	N
Joanna Travis	Teacher	N
Cheryl Jo Young	Teacher	N
Cindy Climer	Bookkeeper	N
Jon Rosenthal	Teacher	N

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

YES

NO

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Charles Howard	Teacher	Y
Sarah Grammer	Teacher	Y
Deloris Blankenship	Librarian	N
Alisa DelCampo	Teacher	N
Erica Bragg	Teacher	N
Brandon Eldridge	Teacher	N
JoAnna Hook	Teacher	N
Mary Faragher	Teacher	N
Jason Partlow	Parent	N
Jack Partlow	Student	N
Jeremy Lakeman	Teacher	N
Tim Lounsbury	Teacher	N
Anna Gayle Lannom	Teacher	N
Dan Lorenzon	Teacher	N
Tommy Bryan	Community Stakeholder	N
Gaileen Otis	Teacher	N
Luke Puyear	Teacher	N
Pat Denson	Non-certified Personnel	N
Derek Southworth	Teacher	N
Lisa Tuggle	Teacher	N
Regina McCathern	Parent	N
Elizabeth Durham	Student	N
Jeannie Walling	Teacher	N

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

YES

NO

Subcommittee 2 Chair Signature

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Barbara Hallums	Teacher	Y
B.J. West	Teacher	Y
Frankie Dunklin	Teacher	N
Natae Jones-Beasley	Guidance Counselor	N
Barney Griggs	Teacher	N
Summer Major	Teacher	N
Lindsay Mosley	Teacher	N
Brad Rowlett	Teacher	N
DJ Douglas	Teacher	N
Geoff Atchley	Teacher	N
Rachel Erb	Teacher	N
Paula Jackson	Teacher	N
Key McKinney	Teacher	N
Randall Hutto	Parent	N
Priscilla Martin	Teacher Aid	N
Betsy Mays	Attendance Secretary	N
Tony Neely	Teacher	N
Lee Clark	Parent	N
Debbie Clark	Parent	N
Joey Clark	Student	N
Brad Rowlett	Teacher	N
Kate Plumlee	Teacher	N
Jessica Lakeman	Teacher Aid	N
Gaye Christian	Guidance Secretary	N
Hunter Christian	Student	N
Amariah Robb	Teacher	N

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

YES

NO

Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Rachel Underwood	Teacher	Y
Grace Pack	Teacher	N
April Harris	Teacher	N
Bill Swaboda	Teacher	N
Teresa Bates	Teacher	N
Marcie Bridges	Teacher	N
Charles Bozman	Teacher	N
Walt Crawley	Teacher	N
Jeff Hall	Parent	N
Becky Hall	Parent	N
Meg Hall	Student	N
Greg Herring	Teacher	N
Bonnie Fakes	Teacher	N
Claudia Lamberson	Teacher Aid	N
Mackenzie Lamberson	Student	N
Ashley Johnson	Teacher	N
Audrey Taylor	Teacher	N
Tiffany Smith	Guidance Counselor	N
Doni Lokey	Teacher	N
Bethany Oliver	Teacher Aid	N
Kitty VanStraaten	Teacher	N
Cyndi Vaught	Teacher	N
Bonita Owens	Library Aid	N
Cory Walker	Teacher	N
Wanda McIntruff	Teacher	N
Annette Stafford	Community Stakeholder	N

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

<input type="checkbox"/> YES	<input type="checkbox"/> 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>
Deb Pate	Teacher	Y
Carrie Pfeiffer	Teacher	Y
Darin Plumlee	Teacher	N
Nina Vastola	Teacher	N
Alan Ford	Teacher	N
Michael DelBosco	Teacher	N
Annette Jordan	Registrar	N
David Glasscock	Teacher	N
Pamela Hardy	Teacher	N
Earl Coggins	School Resource Officer	N
Beverly Smith	Teacher	N
Eric Lawrence	Teacher	N
Lindsey Durham	Student	N
Linda Durham	Parent	N
Karissa Sorrell	Teacher	N
Steve Ludwig	Teacher	N
Alison Johnson	Teacher	N
Keith McCurdy	Teacher	N
Amber Huddleston-Welleford	Teacher Aid	N
Suzanne Wilson	Teacher	N
Mark Sanders	Teacher	N

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

YES

NO

Subcommittee 5 Chair Signature

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.3 Collection of Academic and Nonacademic Data and Analysis/Synthesis

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
<p>School Characteristics</p> <ul style="list-style-type: none"> • 2008 State Report Card • SMS database • Employment Records 	<ul style="list-style-type: none"> • Serves 9th thru 12th grade • Enrollment of 1,528 students • 180 day calendar of operation • 4 x 4 Block Schedule • Categorized as a safe school • 82.1% graduation rate in 2007-2008 • Tentative graduation rate of 89.5% for 2008-2009 • Programs to help raise graduation rate: A+ Program, targeted pull out remediation for students that have not passed the gateway test, after school tutoring in all academic areas, homework hotline, early identification of students at risk of failure through Guidance office and Graduation Coach • LHS has community partners who assist in educating students. (Local banks, communication companies, utility districts, local businesses, churches, and concerned citizens) • Our school currently has two computer labs and 1 wireless mobile lab, and a comprehensive academic program of study including honors, AP courses, and dual enrollment courses • LHS employs 84 full time teachers, two school resource officer, four counselors, five administrators, and 39 support staff
<p>Student Characteristics</p> <ul style="list-style-type: none"> • SMS Database • 2008 State Report Card • SPED Records • Cafeteria Records • Attendance Clerk Records 	<ul style="list-style-type: none"> • Enrollment of 1528 students • 16.8% African American • 1.5% Asian/Pacific Islander • 5% Hispanic • 0.3% Native American/Alaskan • 76.4% White • 796 Female • 866 Male • 31.7% Economically disadvantaged (2008-2009) • Tentative graduation rate 89.5% (2008-2009) • 92.4% Attendance rate (2008-2009) • 4.7% Event dropout rate (2008-2008) • 2.5% Limited English proficient • 16% Special Education population

Data Source	Relevant Findings
<p>Staff Characteristics</p> <ul style="list-style-type: none"> • Employee Records • Teacher Survey 	<ul style="list-style-type: none"> • 5 Administrators • 84 Teachers • 4 Counselors • 20 Support staff • Staff is 90% Caucasian • All teachers are highly qualified in their respective area • Average year's experience of teachers is 11 years • 52% of certified staff have graduate or advanced degrees
<p>Parent/guardian demographics</p> <ul style="list-style-type: none"> • Student Survey • SMS Data Base 	<ul style="list-style-type: none"> • 70% of students live in two parent home • 75% of the guardians have at least a high school diploma or its equivalent • 25% of guardians have a college degree
<p>Community Characteristics</p> <ul style="list-style-type: none"> • U.S. Census Bureau • Wilson County Chamber of Commerce 	<ul style="list-style-type: none"> • Wilson County Population is 109,803 • 90.8% Caucasian. • 7% African American. • .3% Native American. • .8% Asian American. • 2.6% Hispanic or Latino. • 80.9% hold a high school diploma. • 19.6% hold a Bachelors or higher degree. • Median household income is \$60,154. • 14 elementary schools. • 4 middle schools • 4 high schools • 2 private schools

TEMPLATE 1.3.2: School and Community Data

(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:

School Characteristics

History

Even though the Tennessee State legislature had authorized institutions of higher learning as early as 1806, it was not until 1918 that Lebanon High School opened as a state accredited high school. That next year eight girls comprised its first graduating class. By 1922, twelve community high schools served students from all parts of the county. In 1944, these community schools reluctantly consolidated to create four high schools, one of which, Lebanon High, drew students from the city of Lebanon and from the rural parts of central Wilson County.

The current Lebanon High School was built in 1954. Additions in 1964, 1972, and 1999 expanded the building to its current size. By the year 2000, the student population had grown to 1,600. In an effort to relieve overcrowding at Lebanon and Mt. Juliet High Schools, Wilson County authorized a new high school, Wilson Central. After three years Lebanon High enrollment dropped to mid-1300, but by 2004, we had grown to 1581, only 19 students short of the 2000 high. Our current enrollment for 2009-2010 is 1,528.

Facilities

Lebanon High School's main building houses 71 classrooms and 6 portable classrooms, a library, a theater, a cafeteria, and an office complex. Other facilities on the campus include two gymnasiums, practice fields for band, soccer, and football, plus a stadium for football and track. Soccer, softball, and baseball teams use nearby municipal fields. In addition, the Wilson County Vocational School on an adjoining campus offers technical and vocational courses to Lebanon High students.

The school year 2006-2007 found Lebanon High seriously overcrowded. In the fall of 2004, we converted all large storage rooms and offices into classroom space to accommodate our

growing student population and course offerings. Even with this creative use of space, several teachers roam from class to class causing many other teachers to give up their classrooms during their planning periods. Four years ago two portables were added to help with overcrowding, and two additional portable were added for the 2006-2007 year and the 2009-2010 year. These portables accommodate seven classrooms.

Environmental and Safety Conditions

Wilson County Board of Education hires the following personnel to create and help maintain a safe environment at Lebanon High School: county safety director, two school resource officers, and school nurse. These people, along with the LHS administration, oversee the following environmental and safety practices: monthly fire drills, spring tornado drills, emergency evacuation plans, intruder alert procedures, employee badges and fingerprinting, maintenance and oversight of 72 security cameras.

Class Size Distribution: 5 year totals

2004-2005	448	9
	451	10
	369	11
	301	12
	<u>12</u>	13
	1581	
2005-2006	501	9
	448	10
	379	11
	306	12
	<u>10</u>	13
	1644	
2006-2007	420	9
	491	10
	412	11
	322	12
	<u>8</u>	13
	1,653	

2007-2008	393	9
	406	10
	393	11
	342	12
	<u>5</u>	13
	1,539	
2008-2009	458	9
	385	10
	386	11
	373	12
	<u>9</u>	13
	1,611	

Schedules

Regular Bell Schedule

1 st Block.....	7:50 – 9:20
2 nd Block.....	9:28 – 10:58
3 rd Block.....	11:06 – 1:12
4 th Block.....	1:20 – 2:50

Lunch Schedule

1 st Phase	11:07 – 11:32
2 nd Phase.....	11:32 – 11:57
3 rd Phase	11:57 – 12:22
4 th Phase	12:22 – 12:47
5 th Phase.....	12:47 - 1:12

In order to maintain some flexibility for testing, student assemblies, school-wide projects, or inclement weather, Lebanon High School sometimes operates on an alternate class schedule, the most common of which includes a morning or afternoon assembly period.

2009-2010 School Calendar

July 27-28	Teacher In-Service
July 28	First Day for Students (abbreviated day)
July 30-31	Stockpile Day
August 3	First Full Student Day
September 7	Labor Day (holiday)
September 17	Parent/Teacher Conferences
October 5-9	Intersession
October 6	Optional Teacher In-service
October 12-16	Fall Break

November 25-27	Thanksgiving Break
Dec.21 –Jan 1	Christmas Break
January 4	Teacher Inservice
January 5	Stockpile Day
January 18	Martin Luther King Day (holiday)
February 15	President’s Day (holiday)
February 16	Parent Teacher Conferences
March 8-12	Spring Intersession
March 15-19	Spring Break
April 2	Good Friday Holiday
May 28	Stockpile Day
May 29	Report Card Day

LHS adopted a 4 X 4 block schedule in 1999. Students earn a full credit in most courses in an 18-week term. The exceptions to this standard fall in the area of advanced placement courses. As a general rule, students are enrolled in these courses both terms and earn two credits. This calendar allows for a one-week intersession to serve students who are failing any class at the 9 week mid-term.

Operating Budget Distribution Equity and Per Pupil Expenditure

	System Average	State Average	National
Per pupil expenditure	7,042.00	8,345.00	8,383.00
Average teacher salary	41,228	42,537	

Funding

Local %	40.1	41.3	N/A
Federal %	6.8	10.9	N/A
State %	53.2	47.8	N/A

The instructional supply budget for 2008-2009 equals \$61339.75.

The operating budget for Lebanon High School for 2008-2009 is based on the county ADA funds of \$10,752.00 for instructional expenses and \$17,700.00 BEP funds from which each teacher is given \$150 to spend for classroom materials and supplies.

The total amount is supplemented by \$44,038.19 received from the Wilson County Board of Education.

The budget distribution for Lebanon High School is shown in the table below.

Library	\$ 9,216.00
Physical Education	\$ 2,688.00
Art	\$ 2,688.00
Music	\$ 5,376.00
Equipment	\$ 6,528.00
Office Supplies, other	\$17,664.00
Administration, Copier	\$18,432.00

\$45.00 per child per year is reimbursed from the state for school fees.

Administration, Faculty, and Staff Demographics
Breakdown of Certified and Non-Certified Personnel

Certified Personnel

Total Faculty/Professional Staff	84
Part-time	1
Position	
Administrators	5
School counselors	4
Media Specialists	2
Classroom teachers	85
Gender	
Male	33
Female	64
Race	
White	90

Black.....	4
Hispanic.....	2

Training

Bachelors Degree	52 (54%)
Masters	32 (33%)
Master's +30.....	6 (6%)
EDS.....	5 (5%)
PhD.....	1 (2%)

Non-Certified Personnel

Administrative Secretary	1
Guidance Secretary	1
Bookkeeper	1
Educational Assistants	10
School Resource Officer.....	2
Attendance Clerk	2
In-School Suspension.....	1
Cafeteria Manager.....	1
Cafeteria Staff.....	12
Custodians.....	8
Total Non-Certified Personnel.....	39

Years of Experience of Faculty and Administration

Years Teaching	Number of Teachers	% of Certified Staff
1-5	30	33%
6-10	17	18%
11-15	17	18%
16-20	7	8%
21-25	10	11%
26-30	3	3%
30+	8	9%

Percentage of Faculty Teaching Courses Outside Their Area of Certification

In the 2008-2009 school year, we do not have any instructors teaching outside their areas of certification.

Curriculum Offerings

***Bold Print** indicates honors or Advanced Placement or Dual Enrollment*

English Language Arts

Reading
Gateway English
English 1, 2, 3, 4 (standard and **honors**)

AP English 3, 4

English 3, 4-Dual Enrollment

English 4/Applied Communications
English 101, 102 (Composition)
World Studies (**Honors** English 2)
English as a Second Language 1, 2, 3, 4
Creative Writing
Journalism: Newspaper
Journalism: Yearbook
Journalism: Media Production (TV)

Mathematics

Technical Geometry
Gateway Algebra 1
Algebra 1A, 1B, Algebra 1
Geometry (standard and **honors**)
Algebra 2 (standard and **honors**)
Advanced Algebra and Trigonometry
Pre-Calculus
AP Calculus
AP Statistics
Discrete Math
Intermediate Algebra

Foreign Language

Spanish 1, 2, 3
AP Spanish 4
French 1, 2

Science

Astronomy
Gateway Biology
Life Science
Agriscience
Biology 1 (standard and **honors**)
AP Biology
Ecology
Geology
Nutrition Science
Chemistry 1,2
Physics

AP Chemistry
Anatomy & Physiology

Social Studies

World Studies (**Honors** World History)
World Geography (standard and **honors**)
World History
AP U. S. History
U. S. History
African American History
U. S. Government
AP U. S. Government and Politics
Management / American Business Legal Systems
Economics

AP Macro-Economics

AP Psychology

Consumer Economics
Anthropology
Sociology
Psychology

Psychology-Dual Enrollment

Bible

Fine Arts

Visual Art 1,2,3,4
Vocal Music 1,2,3,4
Instrumental Music
Dance 1,2,3
Theatre 1,2,3
General Music
Art History
AP Studio Art 3

Special Courses

Freshman Seminar
Success Skills/Service Learning
Nature/Needs of Exceptional Learner
Reading

Wellness

Lifetime Wellness
Physical Education 1, 2

Military Science

JROTC 1, 2, 3, 4

Special Programs

Gateway Algebra
Gateway English
Gateway Science
Reading (IEP)
Fundamentals of English 1A, 1B, 2A, 2B
Fundamentals of English 3, 4
Fundamentals of Math 1A, 1B, 2A, 2B
Life Skills
Independent Living
Learning Lab
CDC
Transition through Co-Op

Career Technical Education: Many classes offered at Wilson County Vocational School.

Agriculture

Agriscience
Agriculture Mechanics/Maintenance 1, 2, 3
Fundamentals of Agriculture 1

Family and Consumer Science

Family and Consumer Science 1
Adult Living
Textiles and Apparel

Advanced Principles of Agriculture
Aquaculture/Hydroponics
Cooperative Methodology
Exterior and Interior Landscaping
Greenhouse Management
Forestry
Horse Science
Leadership Development
Small Animal Care
Wildlife Management and Recreation
Principles of Veterinary Science
Horticulture Technologies
Livestock Management
Nursery and Turf Grass Production
Floral Design

Culinary Arts

Culinary Arts 1, 2
Culinary Arts 2 Advanced
Foundations of the Hospitality Industry

Health Science and Technology

Anatomy and Physiology
Biomedical Applications
Diagnostic Medicine
Nursing Education
EMS, Emergency Medicine
Forensic Science
Health Science Education
Medical Therapeutics
Rehab Therapy

Electronics

Electronics 1A & 1B, 2, 3

Marketing Education

Marketing & Management 1-Principles
Marketing & Management 2-Internship
Retail Operations
Entrepreneurship/Internship
Virtual Enterprises International
Wholesale/Logistics

Work-Based Learning

Cooperative Education Methodology
Success Skills through Service Learning

Child Development
Consumer Economics
Nutrition and Foods
Nutrition Science
Housing and Interiors
Interpersonal Communications/Career Conn.

Early Childhood Careers

Early Childhood Careers 1, 2, 3

Criminal Justice

Criminal Justice 1, 2, 3A & 3 B

Computer Technology

Personal Computing
Computer Programming: C++
Adventures in Computing

Trades & Industry – Art & Design

Visual Communication
Web Page Design 1, 2, 3
Graphic Design & Digital Imaging

Transportation

CMS Transportation Core
Automotive Technology 1, 2
Automotive Technology 2 Advanced
Diesel Mechanic Technology 1, 2
Diesel Mechanic Technology 2 Adv.

Vocational Business/Information Technology

Document Design & Production
Accounting 1, 2
American Business Legal Systems/Business
Economics
Business Management
Principles of Business
e-Business Communication
Web Page Design 1--Essentials
Web Page Design 2--Site Design
Web Page Design 3--E-Commerce
Interactive Multimedia Design
Computer Programming: C++

Construction

CMS Construction Core
Carpentry 1, 2
Carpentry 2 Advanced
Cabinet Making 1, 2
Cabinet Making 2 Advanced
Drafting 1, 2
Drafting 2 Advanced

Courses Receiving Weighted Credit

Beginning with the 2003-04 year, class rank is determined by a weighted GPA

Additional .5 QP

Honors English 1, 2, 3, 4
Honors Geometry
Honors Algebra 2
Trigonometry
Pre-Calculus
Statistics
Computer Programming C++
Drafting 2 Advanced
Electronics 2 Advanced
Honors Biology 1
Chemistry 2
Physics
Honors World Geography
World Studies
Spanish 3, 4
Accounting 2
Web Page Design / Electronic Commerce
Anatomy and Physiology
French 3
All dual enrollment classes

Additional 1.0 QP

AP English 3, 4
AP U. S. History
AP Calculus
AP Biology
AP Macro-Economics
AP Psychology
AP U. S. Government
AP Spanish 4
AP Statistics
AP Art Studio 3
AP Chemistry

Unique Programs

Academic Hall of Fame

Advanced Placement teachers select one student each term. Students enjoy lunch off campus with the principals, receive a plaque, and earn special recognition in the media.

Spirit of LHS Awards

Each term each teacher selects one student from each class who excels in attendance, attitude, and achievement. A special assembly complete with certificates for all and prizes for some, honors these students.

Wilson County Job Shadowing

In 2010, students will participate in a day-long job shadowing experience for interested freshmen. In February 2006, over 100 students participated.

Mayor's Youth Advisory Council

Four students are selected in a competitive essay contest and serve as a liaison between the mayor's office and the city youth.

Merit Moms

A registered nurse, who is a certified prenatal nurse educator, meets with expectant mothers once a week for an 11 week voluntary, incentive-based program on childbirth and parenting for adolescents. Merit Moms served 12 students during the 2008 school year and is currently serving 3 pregnant students at LHS.

Youth Leadership Wilson

Six students are selected by a competitive process to join Youth Leadership Wilson groups from four other high schools in our county in designing and implementing civic projects for our community.

Top 10 Percent Career Day

The Wilson County Chamber of Commerce places the top ten percent of the graduating class in a job shadowing experience related to their career interests. On an average, 85% of the top ten percent participate.

STARS (Students Taking A Right Stand)

The STARS counselor spends four complete days a week on the LHS campus and is an integral part of our student support team. In addition to guiding the STARS

program, she counsels regularly with students in ISS. A meeting with the STARS counselor is a normal step in teachers' discipline plans for unruly and/or unmotivated students.

Intersession Opportunities for At-Risk Students

During the fall and spring one-week intercessions, students with averages between 55 and 69 may attend special classes. Some students earn extra credit points in courses they are taking, and others are tutored in Gateway subjects. During two intercessions of the school year '08-'09, 142 students participated. During Fall 2009, 124 students participated.

Tutoring Program, Before and After School

Teachers in the core subjects whose planning periods are either first block or fourth block work flex time on Tuesdays and Thursdays so that they can tutor students in their discipline either before or after school. Students are recommended for the program by their classroom teacher.

Youth Links

Youth Links counselors help "link" at-risk students to educational and occupational opportunities they need to receive a secondary school diploma. The program is funded in part by the Department of Labor and Workforce Development and Wilson County Schools.

Fifth Block Classes for At-Risk Students

Underclassmen who have fallen behind by at least four credits or seniors lacking one credit towards graduation may earn credits in classes offered before or after school.

Gateway Remediation

Students who have failed a Gateway test at least one time receive Gateway remediation during school from English, algebra, and biology teachers who are assisted by Advanced Placement students serving as one-on-one peer tutors.

ELL Summer Camp

A 2-week program is offered to all ESL students in which students are taught English in a

fun way.

SCOPE

At a spring conference, students receive training in leadership skills pertinent to School Board Operations.

G.O.T. – Graduate on Time

Credit Recovery is a free program that Wilson County offers to all 9th through 12th graders who have failed a course. Through the use of A+ Program, a supplemental software application, students have the opportunity to obtain the needed credit to graduate on time.

Lebanon High School Blue Devil Bank

In conjunction with the Banking and Finance class, students are given the opportunity to facilitate day-to-day operations of a local bank within our school and demonstrate job skills required for banking and financial institutions. This student-operated enterprise allows hands-on experience which includes an “operational bank” that serves the student body through deposits, ticket purchases, and merchandise exchange.

Clubs and Organizations: Extra Curricular

Academic Pep Rally	Chess Club
Beta Club	Cheerleaders: Varsity & Freshmen
Family Career/Community Leaders of America	Dance Team
Business Professionals of America	Devil’s Advocate
Art Club	Drama
Environmental Club	STARS
FCA/FCS	Future Farmers of America (FFA)
FCCLA	Skills USA Culinary Arts
Spanglish Club	L.H.S. Today
Key Club	Student Government
SCOPE	League of Vocal Enthusiasts
Skills USA Criminal Justice Club	Humane Society of LHS
Card Club	Youth in Government
Health and Occupational Student Association	GO
Hip Hop Step Team	Prom Promise
DECA-Marketing Association	Creative Writing Club
Mariposa Butterfly Garden Club	Academic Decathlon
Boy’s and Girl’s State	Model UN
National Honor Society	

Co-curricular Groups

Journalism

The Devil's Advocate, monthly newspaper
LHS Today, daily television show
Souvenir, yearbook

Music

Marching band
Concert band
Jazz band
Flag Corp

Athletic

Football
Baseball
Basketball *
Wrestling
Soccer*
Softball
Swimming*
Tennis*
Track*
Volleyball
Golf*
Bowling*
Cross Country*

* indicates 2 teams, boys and girls

Parental Support

Athletic

The 100 plus members of the Lebanon High School Blue Devil Booster Club aid the school's athletic programs by raising money, providing volunteer labor, sponsoring events which promote our athletic programs, and awarding \$8,000 in scholarships to eight deserving senior athletes.

The organization meets monthly.

Band

LHS' 74 member band is supported by the Band Booster Club which raises money for band programs by sponsoring the concession stand at all home football games. They also chaperone students to and from band events and host bands from other schools during competitions.

Freshman Orientation

During the registration week in the spring and during the week before school starts in the fall,

Lebanon High hosts two very well-attended freshman orientation sessions for parents and students. Administrators and counselors explain the graduation paths and pre-requisites for advanced freshman courses.

School Business Partnerships

Lebanon High School has developed several formal school-business partnerships: University Medical Center provides a full trainer and free physicals for all athletes. Dell is also a participant. In addition, Toshiba, Wilson Bank and Trust, State Farm Insurance, Wal-Mart, and numerous other local businesses donate volunteer time, money, discounts, and products.

Discipline Referrals

At the beginning of each year, students and parents receive a copy of the Wilson County Board discipline policy. In addition, all Lebanon High School teachers present their individual classroom plans of behavioral consequences and rewards for administrative approval. During the course of the year, all teachers record discipline infractions and office referrals in a documentation log. Teachers also log their contact with parents at least two times prior to a student's failing a class. In an effort to keep students in class and out of the halls during class time, LHS provides each student with an agenda book which is the only legitimate hall pass.

Discipline referrals
(Does not include dress code or attendance related)

2004-2005	2095
2005-2006	4231
2006-2007	N/A
2007-2008	2879
2008-2009	2694

Total Discipline referrals
(All discipline including dress code and attendance related)

2004-2005	3663
2005-2006	6302
2006-2007	N/A
2007-2008	5500
2008-2009	4982

LHS has had a steady decrease in discipline referrals over the past 3 years. The drastic increase during the 2005-2006 school year is related to the enforcement of the dress code.

Discipline Demographics

In 2005-2006, LHS population was divided as follows: White = 77%; Black = 17%; Hispanic = 2.4%; Asian = 1.6%; Other = 0.4%. The white populations received 62.9% of the suspensions/expulsions/remands while the African-American population received 34.9% and the Hispanic population received the remaining 2.2%.

2005-2006

	WM	BM	HM	AM	WF	BF	HF	AF	TOTAL
Suspensions	268	154	6	0	200	99	11	0	738
Expulsions	1	2	0	0	0	0	0	0	3
Remands	27	22	1	0	15	6	0	0	71
TOTALS	296	178	7	0	215	105	11	0	812

In 2006-2007, LHS population was divided as follows: White = 76.9%; Black = 16.8% ; Hispanic = 4.3%; Asian = 1.6%; Other =0.4% . The white population received 57.2% of the suspensions/expulsions/remands while the African-American population received 37.2% and the Hispanic population received the remaining 5.9%.

2006-2007

	WM	BM	HM	AM	WF	BF	HF	AF	TOTAL
Suspensions	200	117	8	1	95	72	15	2	512

Expulsions	1	1	0	0	0	0	0	0	2
Remands	18	22	2	0	18	4	2	0	66
TOTALS	219	140	17	1	113	76	17	2	580

In 2007-2008, LHS population was divided as follows: White = 84.2%; Black = 19.2% ; Hispanic = 5.5%; Asian = 2.1%; Other =0.4% . The white population received 47.2% of the suspensions/expulsions/remands while the African-American population received 41.4% and the Hispanic population received the remaining 5.2%.

2007-2008

	WM	BM	HM	AM	WF	BF	HF	AF	TOTAL
Suspensions	215	163	16	1	94	89	18	4	600
Expulsions	1	1	0	0	0	0	0	0	2
Remands	26	13	0	1	7	5	0	0	52
TOTALS	242	177	16	2	101	94	18	4	654

In 2008-2009, LHS population was divided as follows: White = 83%; Black = 18.3% ; Hispanic = 5.4%; Asian = 1.6%; Other =0.3% . The white population received 52.2% of the suspensions/expulsions/remands while the African-American population received 36.2% and the Hispanic population received the remaining 11%.

2008-2009

	WM	BM	HM	AM	WF	BF	HF	AF	TOTAL
Suspensions	189	108	38	0	89	81	22	1	529
Expulsions	0	1	0	0	0	1	0	0	2
Remands	12	7	1	0	4	6	2	1	32
TOTALS	201	116	39	0	93	88	24	2	563

There has been a steady percentage of suspensions/expulsions/remands for the white population and the African-American population. The Hispanic population saw an increase over the last two years. This may be associated with the increased number of Hispanics in our school population.

Discipline Referrals Pertaining to Tobacco, Alcohol, and Other Drugs

Tobacco	Suspensions	Expulsions
2004-2005	6	0
2005-2006	5	0
2006-2007	3	0
2007-2008	N/A	N/A
2008-2009	0	0

Drugs	Suspensions	Expulsions
2004-2005	9	1
2005-2006	15	1
2006-2007	21	1
2007-2008	N/A	N/A
2008-2009	5	0

Alcohol	Suspensions	Expulsions
2004-2005	5	0
2005-2006	0	0
2006-2007	2	0
2007-2008	N/A	N/A
2008-2009	2	0

Student and Community Demographic Data

Enrollment Student Data

	<u>04-05</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>
# Enrolled	1581	1650	1652	1551	1528
Ethnicity					
African-American	264	281	277	298	280
Asian	30	27	27	33	25
Caucasian	1243	1273	1270	1306	1269
Hispanic	40	57	71	86	83
Other	4	6	7	6	5

Gender

Male	832	798	848	886	866
Female	749	846	804	836	796

Lebanon High School reflects the national trend in the rising number of Hispanic and Asian students which comprise its population. A comparison of the number of Caucasian to African-American students in 2004-2005 and 2008-2008 reveals that the African-American and Hispanic population at LHS is growing faster than the Caucasian population.

ELL Data

After showing a significant rise in 2005, the number of ELL students remained steady from 2006-2008. However, Fall 2008 figures show a 49% decrease in ELL students.

ELL Students Served

School Year	9 th	10 th	11 th	12 th
2004-05	11	12	6	4
2005-06	20	16	11	8
2006-07	11	21	14	8
2007-2008	15	4	14	12
2008-2009	5	7	3	8

Free and Reduced Lunch Data

In 2008-2009, students receiving free or reduced lunch comprised 31.7% of the student population.

School Year	Free Lunches	Reduced Lunches
2004-2005	221	23
2005-2006	312	50
2006-2007	300	46
2007-2008	689	41

2008-2009	267	17
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Attendance Data

Student attendance from 2004-05 through 2008-09 has shown only slight differences each year. Data does reflect a slight decrease for the past three school years.

2004-2005	92.4
2005-2006	92.8
2006-2007	93.9
2007-2008	92.9
2008-2009	92.4

Drop-out Data

The chart below denotes the total number of students (all grades) who dropped out of Lebanon High School in any given year. This school-wide drop-out rate shows significant increase over the period 2005-2009. In 2005-06, the policy changed identifying those students going to the Adult High School as dropouts. Once a student graduates from the Adult High School, the graduation rates are adjusted.

School Year	Percent Dropping Out	Drop Outs Over 18	Drop Outs Under 18
2004-2005	0.27	0	4
2005-2006	2.5	34	8
2006-2007	2.4	33	9
2007-2008	N/A	N/A	N/A

2008-2009	2.7	33	12
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Cohort Dropout

2004	7.4%
2005	5.3%
2006	7.1%
2007	9.7%
2008	10.4%

The cohort dropout rate, which tracks a graduating class from 9th through 12th grade, has also shown an increase in the past 3 years.

Graduation Rate

2004	81.5%
2005	86.3%
2006	85.4%
2007	81.2%
2008	82.1%

The graduation rate from 2007-2008 has remained relatively stable after reflecting an increase in 2005. This increase was due to counselors becoming more involved and recommending that students either go to the Adult High School.

Parent / Guardian Demographics

Lebanon High School serves a family-oriented community in which at least 70 % of the students live in a two parent home. According to the student responses, more than 75% of the guardians have at least a high school diploma or its equivalent. Around 25 percent of the guardians have a college degree. The relatively low percentage of parents holding college degrees may contribute to the unwillingness of many capable students to enroll in advanced classes at LHS.

currently 9.5%.

Community Involvement

The Lebanon/Wilson County community strongly supports Lebanon High School. One of Lebanon High's strongest assets is the fact that the Lebanon community sees our school as a community school and supports it with money, donations, and volunteer service. For example, the new press box at Nokes-Lasater football stadium was financed and constructed by Lebanon donors. Toshiba has provided numerous big screen televisions for instructional use. The *Devil's Advocate*, our school newspaper, and *The Souvenir*, our school yearbook, are fully supported by advertisements from local business people. Corporate sponsors provided new awnings for our building as well as support for the gymnasium renovation. *The Lebanon Democrat* and *The Wilson Post* give excellent coverage on academic, social, and athletic events. Six civic clubs (Lions, Rotary, Ladies Auxiliary, American Legion, Kiwanis, and Sertoma) as well as Wilson Bank and Trust financially sponsor students to Boys and Girls State.

Component 1b – Academic and Non-Academic Data Analysis/Synthesis

TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures

Refer to Component 1 Academic/Nonacademic Helpful Hints.

TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures

(Rubric Indicator 1.4)

List Data Sources

Academic Assessment Measures

- Tennessee NCLB School Report Card Data
- State of Tennessee Gateway Test Results for Algebra I, Biology I, English 10
- State of Tennessee End of Course Test Results for English I and U.S. History
- State Of Tennessee Writing Assessment for 11th Grade
- TCAP Alt
- Benchmark Exams (4.5 weeks exams, finals exams, and formative assessments)
- CTE Competencies
- Tennessee Value-Added Assessment System (TVASS) data
- ACT/PLAN/EXPLORE Tests
- College Board Advanced Placement Report Data
- “F” Reports generated from SMS (Report Cards)

Non-Academic Assessment

- Student attendance, dropout rate, and graduation rate

All information is used to help set school-wide goals.

TEMPLATE 1.5: Data Collection and Analysis

(Rubric Indicator 1.5)

Describe the data collection and analysis process used in determining your strengths and needs.

The LHS faculty and administration use a variety of assessment methods to measure student performance including state mandated standardized testing data, college entrance exam data, graduation rates, dropout rates, and attendance rates. Scores from the state Gateway and End of Course and the ACT tests were examined. Academic departments were meet each month to determine whether 4 ½ grades and/or unit tests were a reflection of student learning as related to the state curriculum standards. Information covering the 2007-2008 and 2008-2009 school years is taken from the school system report card, testing data, and the school system database. A variety of assessment measures were used to collect and examine our data. Our academic and non-academic assessment measures were: Gateway tests, End of Course tests, Writing Assessment, ACT, TVAAS, Report card and Unit tests, Graduation Rate, Dropout Rate, and Attendance.

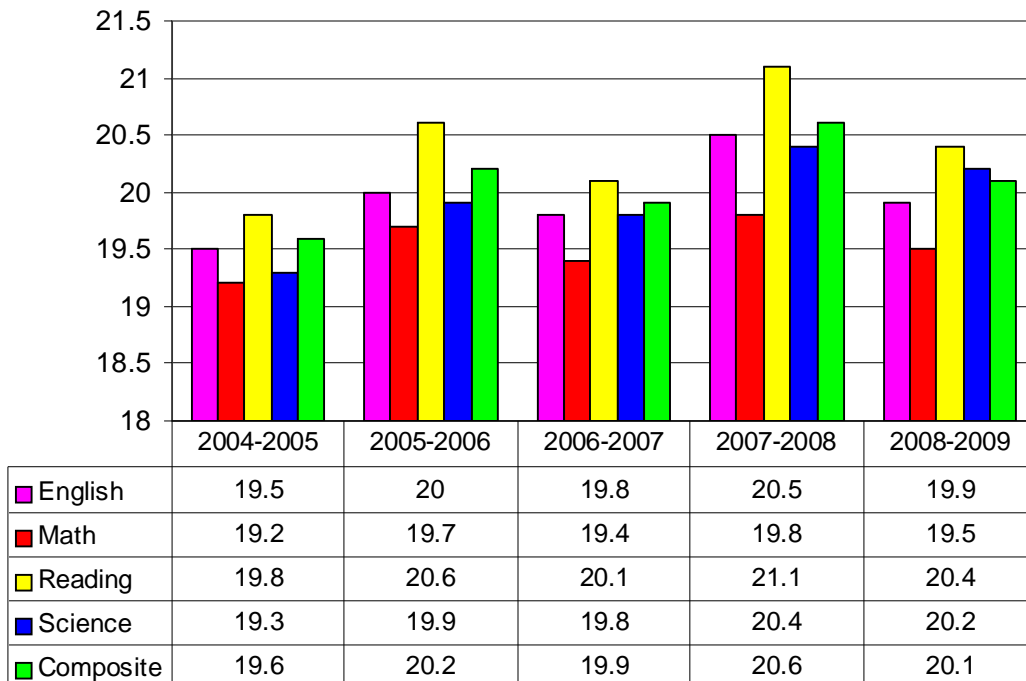
The 2009 School Improvement Plan saw the faculty of Lebanon High School continue its commitment to making the School Improvement Plan the effective tool its designers intended it to be. We pledged in 2009 to create more than just a document which might find itself gathering dust on a shelf. As we worked together in teams, we became determined to see ourselves, our students, and our community as we really are, not as we might wish we were. To this goal and with administrative leadership, we reexamined the structure of the departments within our school, evaluating the role each faculty member had been given in the analysis of its programs. Our plan was for each member of our faculty to have a responsible voice within the school's development of curriculum. This plan, in conjunction with SIP committee and monthly departmental meetings, significantly facilitated a united effort to improve TCAP writing scores, the graduation rate, and value-added scores.

In the fall of 2009, SIP component one members organized and led the review of our strengths and weaknesses. We asked all committee members to analyze our comprehensive test scores, review the performance-based models used by the various disciplines, assess our community's demographics and economic vitality, and make general observations of students in their classrooms or households. The various stakeholders then met in departmental meetings and came to a consensus concerning the strengths and weaknesses of the students, which either support the department's curriculum or impede its success.

ACT

ACT scores gradually increased between the years 2004-2006. During the 2006-2007 school year a slight decline occurred in all sub groups. During the 2007-2008 school year all sub groups saw an average increase of 3.5%. The decline in 2008 is attributed to testing all juniors during the spring semester.

ACT Composite Scores



2009 Graduates Meeting College Readiness Benchmarks

	Percentage	State Benchmark
English	66%	69%
Math	31%	33%
Reading	49%	50%
Science	19%	24%
Meeting all 4	12%	18%

No subject areas met the college readiness benchmarks for the 2008-2009 school year.

Reading fell slightly below the benchmark by 1%.

TVAAS (Value Added) – ACT

Subject	Status (2008)	Status (2009)	3 Year Average Status
Composite	Below	Below	Below
English	Below	Below	Below
Math	Below	Below	Below
Reading	Below	NDD	Below
Science Reasoning	Below	NDD	Below

During the 2008-2009 school year, Reading and Science Reasoning saw an increase in value-added scores to the NDD level. All other subjects are Below in value-added scores.

ACT

Strengths: English has consistently reached the benchmark score of 18 for the past 5 years.

During 2007-2008, reading reached the benchmark score of 21. During 2008-2009, Reading and Science Reasoning reached the NDD level for value-added scores.

Needs: Math and Science have fallen below the benchmark scores of 22 and 24 for the past 5 years. Value-added scores are ranked as below in both Math and English.

Gateway

Algebra 1

Algebra 1 gateway scores have consistently met the state benchmark standards during the past five years. During 2008-2009, Algebra 1 advanced scores rose by 19%. All subgroups improved during the 2008-2009 school year, placing them above the state average for percentage of students proficient and advanced. Algebra 1 has achieved above status for the previous 2 years and NDD status for 2007 placing the 3 years average above for value added scores.

Percentage of Students Proficient or Advanced – Algebra 1

	% Below Proficient	% Proficient	% Advanced	% Proficient & Advanced
2007-2008	10	33	57	90
2008-2009	3	29	68	97

TVAAS Value Added Report – Algebra 1

Year	School Effect	Status
2007	0.9	NDD
2008	7.8	Above
2009	6.1	Above
3 Year Average	4.9	Above

Biology 1

96% percent of white students scored advanced and proficient compared to 63% of Asian/Pacific Islander students. 96% of all students scored advanced and proficient compared to 84% and 58% of students receiving special education and ELL services respectively.

Percentage of Students Proficient or Advanced-Biology

	% Below Proficient	% Proficient	% Advanced	% Proficient & Advanced
2007-2008	3	38	59	97
2008-2009	4	37	59	96

TVAAS Value Added Report – Biology 1

Year	School Effect	Status
2007	-8.2	Below
2008	-7.1	Below
2009	-2.4	Below
3 Year Average	-5.9	Below

English 2

98% of all students scored advanced and proficient compared to 80% of limited English proficiency students.

Percentage of Students Proficient or Advanced-English 2

	% Below Proficient	% Proficient	% Advanced	% Proficient & Advanced
2007-2008	5	27	68	95
2008-2009	2	23	75	98

TVAAS Value Added Report – English 2

Year	School Effect	Status
2007	-5.9	Below
2008	-2.2	NDD
2009	-0.2	NDD
3 Year Average	-4.4	Below

Gateway

Strengths: Proficiently levels for all Gateway subjects met the state benchmark standards.

Value added scores for Algebra 1 have been consistently above the state projected levels.

During 2008-2009, Algebra 1 and English 2 showed and increase in school effect data by improving to the NDD or above status in value-added.

Needs: English 2 and Algebra 1 must continue to achieve the NDD or above status on value added scores. Biology must achieve the NDD or above status in value-added scores. Limited English Proficient students need to achieve a higher proficiency rate in Biology.

End of Course

English 1

Ninety-seven percent of all students passed this test compared to 82% of limited English proficiency students. Ninety-eight percent of female students passed compared to 96% of male students.

Percentage of Students Proficient or Advanced – English 1

	% Below Proficient	% Proficient	% Advanced	% Proficient & Advanced
2007-2008	5	42	53	95
2008-2009	3	52	45	97

TVAAS Value Added Report – English 1

Year	School Effect	Status
2007	-3.4	Below
2008	-2.1	Below
2009	-0.4	Below

3 Year Average	-1.7	Below
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U.S. History

Ninety-five percent of all students passed compared to 81% of the Hispanic students and 88% of the Asian/Pacific Islander students. Ninety-five percent of all students passed compared to 55% of limited English proficiency students and 89% of students receiving special education services. Ninety-five percent of female students passed compared to 94% of male students.

Percentage of Students Proficient or Advanced – U.S. History

	% Below Proficient	% Proficient	% Advanced	% Proficient & Advanced
2007-2008	8	51	41	92
2008-2009	6	58	37	95

TVAAS Value Added Report – U.S. History

Year	School Effect	Status
2007	-2.8	Below
2008	-1.5	NDD
2009	1.9	NDD
3 Year Average	-0.8	NDD

End Of Course

Strengths: U.S. History has scored above the state benchmark for the last two years. English 1 proficiency scores increased in all subgroups in 2008. U.S. History increased value-added scores to NDD status during the 2008 school year.

Needs: Value added scores need to remain at the NDD or above status for U.S. History. English 1 must achieve the NDD or above status in value-added scores. Limited English Proficiency students need to increase proficiency scores on U.S. History end of course exam. U.S. History is

below the state average in all subcategories.

TCAP Writing Assessment

Eighty-two percent of all students scored proficient and advanced compared to 49% of Students receiving special education services. Ninety percent of female students scored Proficient and advanced compared to 74% of male students.

Writing Academic Achievement Grade

	2006	2007	2008
11 th grade	A 4.0	A 4.1	A 4.0

Percentage of Students Proficient or Advanced

	% Below Proficient	% Proficient	% Advanced	% Proficient & Advanced
2007-2008	19	54	27	81
2008-2009	18	61	21	82

TVAAS Value Added Report – Writing Assessment

Year	School Effect	Status
2007	-0.05	NDD
2008	-0.05	NDD
2009	-0.11	Below
3 Year Average	-0.07	Below

TVAAS Writing Assessment

Strengths: Proficiency rate for Hispanic students increased by 19% in 2008. Students receiving special education services proficiency rate increased from 21% to 49%, passing the state average of 38%.

Needs: Writing Assessment proficiency scores need to increase to 93%. Value-added scores will rise to the NDD or above status. Subgroups need to be identified and targeted for extra help.

TCAP – ALT PA

All students tested with the TCAP ALT-PA scored proficient or advanced during the 2008 – 2009 school year.

Benchmark Assessments

All teachers assess students with a 4 ½ week assessment benchmark exam. The benchmark exams include final exams, state End of Course exams, and ACT scores. These exams were recorded on a spreadsheet available on the school network drive. The scores were analysis and standards were evaluated to determine mastery. The shared spreadsheet allows administration and teachers to determine student progress. The benchmark spreadsheet establishes goals for each student focusing on the NCLB mandated benchmarks for each subject.

Non-Academic Assessment

Attendance Rate

Lebanon High School has declined slightly in the past three years for attendance rate. During the 2008-2009 school year LHS dropped 0.6% below the state goal of 93%.

Year	2006	2007	2008	State Goal
Attendance Rate	93.9%	92.9%	92.4%	93%

Drop out Rate

The chart below denotes the total number of students (all grades) who dropped out of Lebanon High School in any given year. This school-wide drop-out rate shows significant increase over the period 2005-2009. In 2005-06, the policy changed identifying those students going to the Adult High School as dropouts. Once a student graduates from the Adult High School, the graduation rates are adjusted.

School Year	Percent Dropping Out	Drop Outs Over 18	Drop Outs Under 18
2004-2005	0.27	0	4
2005-2006	2.5	34	8
2006-2007	2.4	33	9
2007-2008	N/A	N/A	N/A
2008-2009	2.7	33	12

Cohort Dropout

2004	7.4%
2005	5.3%
2006	7.1%
2007	9.7%
2008	10.4%

The cohort dropout rate, which tracks a graduating class from 9th through 12th grade, has also shown an increase in the past 3 years.

Graduation Rate

Graduation Rate

2004	81.5%
2005	86.3%
2006	85.4%
2007	81.2%
2008	82.1%

The 2005 school year showed the greatest jump in graduation rate. Native American and African Americans accounted for the lowest graduation rate of 50% and 65%. Males had a 78% graduation rate compared to the total graduation rate of 82.1%.

Graduation Rate

Strengths: An analysis of the data for 2009 shows that our graduation rate is 89.5%.

Needs: An analysis of the data for 2008 shows that 89.5% of Freshmen that entered Lebanon High School in 2004 graduated within four years and a summer. However, our target goal was a 90% graduation rate to meet NCLB benchmarks. Although this will place us in the category of improving for next year, we must continue to increase this rate as we begin to approach the 100% benchmark for 2014.

TEMPLATE 1.6: Report Card Data Disaggregation
(Rubric Indicator 1.6)

Report Card Data Disaggregation

Data from the 2008 State Report Card based on the performance of Lebanon High School students on the ACT, Tennessee Gateway Assessment, Tennessee End of Course Assessments, and TCAP Writing Assessment is disaggregated according to different subgroups within our school population.

ACT

ACT scores gradually increased between the years 2004-2006. During the 2006-2007 school year a slight decline occurred in all sub groups. During the 2007-2008 school year all sub groups saw an average increase of 3.5%. The decline in 2008 is attributed to testing all juniors during the spring semester.

Average ACT Scores by Race/Ethnicity

Race/Ethnicity	English	Math	Reading	Science	Composite
African American/Black	15.4	17.3	16.4	18.1	17
American Indian/Alaska Native	22	20.5	20	21	21
Caucasian/White	20.8	19.9	21.1	20.6	20.7
Hispanic	15.7	17	17.5	17.7	17
Asian American/Pacific Islander	18	20.3	19.4	20.6	19.7

African American and Hispanics scored lower than any subgroup on all parts of the ACT.

Report Card Data Disaggregation

American Indian/Alaska Natives and Caucasians scored higher than all other subgroups in all categories on the ACT. Compared to the state average African Americans and American Indian/Alaska Natives scored higher than the state average.

African American and Hispanics scored lower than any subgroup on all parts of the ACT.

American Indian/Alaska Natives and Caucasians scored higher than all other subgroups in all categories on the ACT. Compared to the state average African Americans and American Indian/Alaska Natives scored higher than the state average.

TVAAS (Value Added) – ACT

During the 2008-2009 school year, Reading and Science Reasoning saw an increase in value-added scores to the NDD level. All other subjects are Below in value-added scores.

ACT

Strengths: English has consistently reached the benchmark score of 18 for the past 5 years.

During 2007-2008, reading reached the benchmark score of 21. During 2008-2009, Reading and Science Reasoning reached the NDD level for value-added scores.

Needs: Math and Science have fallen below the benchmark scores of 22 and 24 for the past 5 years. Value-added scores are ranked as below in both Math and English.

Gateway

Algebra 1

Algebra 1 gateway scores have consistently met the state benchmark standards during the past five years. During 2008-2009, Algebra 1 advanced scores rose by 19%. All subgroups

Report Card Data Disaggregation

improved during the 2008-2009 school year, placing them above the state average for percentage of students proficient and advanced. Algebra 1 has achieved above status for the previous 2 years and NDD status for 2007 placing the 3 years average above for value added scores.

Disaggregation by Race/Ethnicity – Algebra 1

Race/Ethnicity	School Proficient & Advanced		State Proficient & Advanced 2008-2009
	2007-2008	2008-2009	
African American	73	89	77
Asian/Pacific Islander	*	*	95
Hispanic	76	96	86
Native American	*	*	89
White	94	98	91

Disaggregation by Gender – Algebra 1

Gender	School Proficient or Advanced	State Proficient or Advanced
Female	90	79
Male	86	77

Disaggregation by Special Education/LEP/Economically Disadvantaged Algebra 1

Group	School Proficient & Advanced		State Proficient & Advanced 2008-2009
	2007-2008	2008-2009	
Students with Disabilities	77	83	74
Limited English Proficient	*	*	72
Economically Disadvantaged	84	89	74

Biology 1

96% percent of white students scored advanced and proficient compared to 63% of Asian/Pacific Islander students. 96% of all students scored advanced and proficient compared to 84% and 58% of students receiving special education and ELL services respectively.

Disaggregation by Race/Ethnicity-Biology

Race/Ethnicity	School Proficient & Advanced		State Proficient & Advanced
	2007-2008	2008-2009	2008-2009
African American	89	88	91
Asian/Pacific Islander	90	63	98
Hispanic	92	90	93
Native American	*	*	96
White	99	99	97

Disaggregation by Gender-Biology

Gender	School Proficient or Advanced	State Proficient or Advanced
Female	98	97
Male	97	95

Disaggregation by Special Education/LEP/Economically Disadvantaged Biology

Group	School Proficient & Advanced		State Proficient & Advanced
	2007-2008	2008-2009	2008-2009
Students with Disabilities	85	84	82
Limited English Proficient	79	58	81
Economically Disadvantaged	94	91	93

English 2

98% of all students scored advanced and proficient compared to 80% of limited English proficiency students.

Disaggregation by Race/Ethnicity-English 2

Race/Ethnicity	School Proficient & Advanced		State Proficient & Advanced 2008-2009
	2007-2008	2008-2009	
African American	94	97	90
Asian/Pacific Islander	100	100	96
Hispanic	83	91	91
Native American	*	*	95
White	97	98	97

Disaggregation by Gender-English 2

Gender	School Proficient or Advanced	State Proficient or Advanced
Female	99	97
Male	97	93

Disaggregation by Special Education/LEP/Economically Disadvantaged English 2

Group	School Proficient & Advanced		State Proficient & Advanced 2008-2009
	2007-2008	2008-2009	
Students with Disabilities	93	97	77
Limited English Proficient	80	80	72
Economically Disadvantaged	89	98	91

Gateway

Strengths: Proficiently levels for all Gateway subjects met the state benchmark standards.

Value added scores for Algebra 1 have been consistently above the state projected levels.

During 2008-2009, Algebra 1 and English 2 showed and increase in school effect data by improving to the NDD or above status in value-added.

Needs: English 2 and Algebra 1 must continue to achieve the NDD or above status on value

Report Card Data Disaggregation

added scores. Biology must achieve the NDD or above status in value-added scores. Limited English Proficient students need to achieve a higher proficiency rate in Biology.

End of Course

English 1

Ninety-seven percent of all students passed this test compared to 82% of limited English proficiency students. Ninety-eight percent of female students passed compared to 96% of male students.

Disaggregation by Race/Ethnicity-English 1

Race/Ethnicity	School Proficient & Advanced		State Proficient & Advanced
	2007-2008	2008-2009	2008-2009
African American	95	95	91
Asian/Pacific Islander	100	100	98
Hispanic	82	88	91
Native American	*	*	95
White	95	98	97

Disaggregation by Gender –English 1

Gender	School Proficient or Advanced	State Proficient or Advanced
Female	98	97
Male	96	93

Disaggregation by Special Education/LEP/Economically Disadvantaged English 1

Group	School Proficient & Advanced		State Proficient & Advanced
	2007-2008	2008-2009	2008-2009
Students with Disabilities	78	93	79
Limited English Proficient	50	82	72
Economically Disadvantaged	90	95	92

U.S. History

Ninety-five percent of all students passed compared to 81% of the Hispanic students and 88% of the Asian/Pacific Islander students. Ninety-five percent of all students passed compared to 55% of limited English proficiency students and 89% of students receiving special education services. Ninety-five percent of female students passed compared to 94% of male students.

Disaggregation by Race/Ethnicity-U.S. History

Race/Ethnicity	School Proficient & Advanced		State Proficient & Advanced
	2007-2008	2008-2009	2008-2009
African American	79	89	90
Asian/Pacific Islander	89	88	96
Hispanic	79	81	90
Native American	*	*	97
White	96	97	97

Disaggregation by Gender – U.S. History

Gender	School Proficient or Advanced	State Proficient or Advanced
Female	95	96
Male	94	95

**Disaggregation by Special Education/LEP/Economically Disadvantaged
U.S. History**

Group	School Proficient & Advanced		State Proficient & Advanced
	2007-2008	2008-2009	2008-2009
Students with Disabilities	72	78	80
Limited English Proficient	67	55	69
Economically Disadvantaged	85	89	91

End Of Course

Strengths: U.S. History has scored above the state benchmark for the last two years. English 1 proficiency scores increased in all subgroups in 2008. U.S. History increased value-added scores to NDD status during the 2008 school year.

Needs: Value added scores need to remain at the NDD or above status for U.S. History. English 1 must achieve the NDD or above status in value-added scores. Limited English Proficiency students need to increase proficiency scores on U.S. History end of course exam. U.S. History is below the state average in all subcategories.

TCAP Writing Assessment

Eighty-two percent of all students scored proficient and advanced compared to 49% of Students receiving special education services. Ninety percent of female students scored Proficient and advanced compared to 74% of male students.

Disaggregation by Race/Ethnicity

Race/Ethnicity	School Proficient & Advanced		State Proficient & Advanced 2008-2009
	2007-2008	2008-2009	
African American	71	70	76
Asian/Pacific Islander	50	NA	NA
Hispanic	64	76	72
Native American	*	*	*
White	85	86	86

Disaggregation by Gender

Gender	School Proficient or	State Proficient or
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Report Card Data Disaggregation

	Advanced	Advanced
Female	90	89
Male	74	78

Disaggregation by Special Education/LEP/Economically Disadvantaged

Group	School Proficient & Advanced		State Proficient & Advanced
	2007-2008	2008-2009	2008-2009
Students with Disabilities	21	49	38
Limited English Proficient	40	64	31
Economically Disadvantaged	62	69	74

TVAAS Writing Assessment

Strengths: Proficiency rate for Hispanic students increased by 19% in 2008. Students receiving special education services proficiency rate increased from 21% to 49%, passing the state average of 38%.

Needs: Writing Assessment proficiency scores need to increase to 93%. Value-added scores will rise to the NDD or above status. Subgroups need to be identified and targeted for extra help.

Achievement Gap Analysis

English 9-12 Achievement Gap Analysis

The following table displays the achievement gap between the percentage proficient and advanced and the goal needed to reach the NCLB goal of 100% by 2014. To ensure privacy, the Hispanic, Native American, Asian/Pacific Islander and Limited English Proficiency subgroups were not reported in the analysis.

	2005-2006	2006-2007	2007-2008	2008-2009
<i>All Students</i>	97%	92%	97%	94%
<i>Achievement Gap</i>	+	+	+	+
<i>White</i>	99%	94%	98%	95%
<i>Achievement Gap</i>	+	+	+	+
<i>African American</i>	90%	89%	89%	88%
<i>Achievement Gap</i>	+	1%	4%	5%
<i>Students with Disabilities</i>	87%	77%	88%	76%
<i>Achievement Gap</i>	3%	13%	5%	17%
<i>Economically Disadvantaged</i>	91%	84%	95%	89%
<i>Achievement Gap</i>	+	6%	+	4%

Report Card Data Disaggregation

Mathematics 9-12 Achievement Gap Analysis

The following table displays the achievement gap between the percentage proficient and advanced and the goal needed to reach the NCLB goal of 100% by 2014. To ensure privacy, the Hispanic,, Native American, Asian/Pacific Islander and Limited English Proficiency subgroups were not reported in the analysis.

	2005-2006	2006-2007	2007-2008	2008-2009
<i>All Students</i>	92%	90%	97%	95%
<i>Achievement Gap</i>	+	+	+	+
<i>White</i>	94%	94%	98%	97%
<i>Achievement Gap</i>	+	+	+	+
<i>African American</i>	87%	73%	89%	89%
<i>Achievement Gap</i>	+	2%	+	+
<i>Students with Disabilities</i>	79%	75%	88%	91%
<i>Achievement Gap</i>	+	+	+	+
<i>Economically Disadvantaged</i>	89%	80%	95%	92%
<i>Achievement Gap</i>	+	+	+	+

Non-Academic Assessment

Attendance Rate

Lebanon High School has declined slightly in the past three years for attendance rate. During the 2008-2009 school year LHS dropped 0.6% below the state goal of 93%.

Year	2006	2007	2008	State Goal
Attendance Rate	93.9%	92.9%	92.4%	93%

Graduation Rate

Disaggregation by Sub Groups – 2008

Group	Graduation Rate
African American	65
Asian/Pacific Islander	100
Hispanic	86
Native American	50
White	84
Male	78
Female	84

The 2005 school year showed the greatest jump in graduation rate. Native American and African Americans accounted for the lowest graduation rate of 50% and 65%. Males had a 78% graduation rate compared to the total graduation rate of 82.1%.

Graduation Rate

Strengths: An analysis of the data for 2009 shows that our graduation rate is 89.5%.

Needs: An analysis of the data for 2008 shows that 89.5% of Freshmen that entered Lebanon High School in 2004 graduated within four years and a summer. However, our target goal was a 90% graduation rate to meet NCLB benchmarks. Although this will place us in the category of improving for next year, we must continue to increase this rate as we begin to approach the 100% benchmark for 2014.

Career and Technical

Number of Students Enrolled by grade level

	2006-2007	2007-2008	2008-2009
9 th	330	282	250
10 th	327	331	283
11 th	314	366	319
12 th	277	341	303

A total of 1155 students of Lebanon High Schools 1528 total students took career technical courses during 2008 – 2009. Of these students 75 have disabilities, 360 are economically

Report Card Data Disaggregation

disadvantaged, and 8 are limited English proficiency.

Number of Student by Gender

	2008-2009
Male	575
Female	580

Number of Students by Ethnicity

	2007-2008	2008-2009
African American	195	182
Asian/Pacific Islander	25	14
Hispanic	56	54
Native American/Alaskan	5	3
White	1038	902
Unknown/Other	0	0

Strengths: 76% of Lebanon High Schools are enrolled in a CTE course. Male and females are equally distributed within the CTE courses.

Weaknesses: There has been a decline in enrolled during the 2008-2009 school year. There was 6% drop in Asian/Pacific Islanders serviced by the CTE program.

TEMPLATE 1.7: Narrative Synthesis of All Data (*Rubric Indicator 1.7*)

Narrative Synthesis of Data

Data collection at Lebanon High School was obtained through a variety of methods, and measured such areas as state mandated standardized testing data, college entrance exam data, graduation rates, dropout rates, and attendance rates. All data was recorded, charted, reviewed and analyzed in order to locate areas of strengths and needs. The areas that required the most work and improvement included the TCAP Writing Assessment, the graduation rates, and the TVAAS value-added scores.

TCAP Writing Assessment scores have not shown progress in the past three years. The proficiency levels remaining between 80% to 82%. During 2008-2009, the number of advanced scores dropped by 6%. Only 74% of the male population scored proficient or advanced compared to 90% of the female population. Value-added scores dropped from NDD to below during the 2008-2009 school year.

An analysis of the data for 2008 shows that 89.5% of Freshmen that entered Lebanon High School in 2004 graduated within four years and a summer. However, our target goal was a 90% graduation rate to meet NCLB benchmarks. Although this will place us in the category of improving for next year, we must continue to increase this rate as we begin to approach the 100% benchmark for 2014.

Even though Gateway and End of Course scores continue to show some improvement in proficiency, the TVAAS value added scores are below expected AYP in Biology, English 1, TCAP Writing Assessment, and ACT.

TEMPLATE 1.8: Prioritized List of Goal Targets

(Rubric Indicator 1.8)

Prioritized List of Goal Targets

Goal 1 - All Lebanon High School students, including those in special education, low socioeconomic, and non-core subgroups, will improve their performance on the TCAP Writing Assessment to meet the required NCLB benchmark of 93%.

Goal 2 - Lebanon High School graduation rate for students will continue to increase toward the mandated 90% NCLB benchmark.

Goal 3 – TVAAS scores (value-added) will improve in each subject area to the NDD or above status, resulting in reaching or exceeding the mandated NCLB benchmark of 93% for Reading/Language Arts plus Writing and 83% for Math proficiency.

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

Lebanon High School believes that

- Education is a lifelong journey and that all of us, staff as well as students, need to continue learning as long as we live.
- All students deserve equal educational opportunity regardless of ethnicity, religion, gender, or socioeconomic status.
- Tolerance of diversity should be fostered and that respect for the rights and beliefs of all students should be expressed by precept and by example.
- Effective teaching employs a variety of research based teaching strategies at all levels and in all departments which pays needed attention to different learning styles and intelligences as well as to the student's level of preparation.
- A balance of both academic and technical/vocational courses will provide a foundation for students regardless of their post-secondary intentions.
- A safe and secure environment should be provided through on-going daily security measures and procedures, including a crisis plan.
- Students should be provided opportunities to pursue creative interests in the arts to encourage and develop talent and to foster an appreciation of cultural offerings.
- Students should graduate with the basic skills in the core academic areas and with communication skills needed for lifelong pursuit of learning for effective citizenship in a democratic society.
- Data driven decision making is essential to improve student achievement.
- A cooperative partnership among students, families, school, and community is essential for student growth and development.
- Best teaching practices that are supported by current research are used to maximize student achievement.
- Ongoing assessment and evaluation are an integral part of instructional decision-making.

Common Mission

- Our Mission

The mission of Lebanon High School is to challenge all students to exceed educational standards through rigorous courses of study that are relevant to real-world applications, and to encourage students to develop positive relationships through varied interests which will inspire them to be productive and successful citizens in an ever-changing workplace.

Shared Vision

- Our Vision

Lebanon High School believes that

In our future, we envision a safe, peaceful, supportive environment for teachers, parents, and the community. We will meet federal NCLB guidelines that allow our students to grow academically and geographically, with social and technical skills which will afford them a full and productive life.

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 TDOE state approved standards & provides training to staff in the use of these standards</p>	<p>Curriculum is prioritized and mapped</p>	<p>School has established school wide student achievement benchmarks</p>	<p>Support system is in place for enhancing the quality of curriculum and instruction</p>	<p>Monitoring is in place for enhancing the quality of curriculum and instruction</p>	<p>Teaching and learning materials are correlated to the state standards and distributed to the instructional staff.</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>Evidence of Practice (State in definitive/tangible terms)</p>	<ul style="list-style-type: none"> • Teachers write SPI numbers and standards on lesson plans • State standards are posted in classrooms • Gateway training and workshops for teachers • Standards are posted on individual websites for students, parents, and community to observe 	<ul style="list-style-type: none"> • Pacing guides • Pre-requisites • Credit recovery • Departments are presently updating vertical alignment for new state standards 	<ul style="list-style-type: none"> • Credit recovery • Before and after school tutoring • Benchmark Tests 	<ul style="list-style-type: none"> • Staff is divided into departments with department chairpersons • Freshmen Seminar • A+ Credit Recovery • Professional Development opportunities • County instructional supervisors • Administrator 	<ul style="list-style-type: none"> • Edusoft • Administrator classroom walk- throughs • Lessons Plans are posted on all teacher websites • Individual meeting with teacher/administrator planned for upcoming year. 	<ul style="list-style-type: none"> • Textbooks correlated with state standards • Textbooks are state approved • Gateway coach materials and practice state tests distributed to appropriate teachers • State websites of standards, item samplers, and sample tests are used. 	<ul style="list-style-type: none"> • Marquee • Parent-teacher conferences • Wilson Post • Lebanon Democrat • Letters, e-mails, and phone calls home to parent/guardian • Freshman night • Progress reports • Parent contact

				Classroom walk-throughs • Individual meetings with each teacher			logs • Report cards • LHS website • Teacher e-mail addresses available on school website homepage • Connect-Ed phone system • Counselors meet with every student twice each year
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<ul style="list-style-type: none"> • EOC scores, Gateway scores, AYP graphs 	<ul style="list-style-type: none"> • Pacing guides online • Benchmark Tests • Course catalog requirements and prerequisites. 	<ul style="list-style-type: none"> • Benchmark worksheets for all disciplines • EOC scores, Gateway scores 	<ul style="list-style-type: none"> • Benchmark worksheets for all disciplines • EOC scores, Gateway scores 	<ul style="list-style-type: none"> • Administration checks lesson plans online regularly • Administrators perform formal observations • Each teacher is visited by at least one administrator each month 	<ul style="list-style-type: none"> • Textbooks • Teaching materials • Shared websites 	<ul style="list-style-type: none"> • Student 6-year plans • Parent emails to administrators and teachers • Student files with counselor notes • Signed progress reports • Parent contact logs
<p>Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)</p>	<ul style="list-style-type: none"> • All English 1 EOC scores improved • English 2 value-added scores improved. • Algebra 1 scores have maintained above status on value-added scores • U.S. History value added scores improved to the NDD level. 	<ul style="list-style-type: none"> • All teachers have pacing guides • Benchmark Tests • Value added scores are improving 	<ul style="list-style-type: none"> • Benchmark worksheets 	<ul style="list-style-type: none"> • Value added scores have improved in several disciplines • All EOC/Gateway areas met NCLB benchmarks. 	<ul style="list-style-type: none"> • More focus on state standards has led to value added scores improving in several disciplines • All EOC/Gateway areas met NCLB benchmarks. 	<ul style="list-style-type: none"> • Lesson plans aligned with standards • Teachers who teach a class with Gateway or EOC testing use appropriate materials provided to them 	<ul style="list-style-type: none"> • Teachers receive emails and phone calls from parents. • All teachers document in contact logs • All teachers send progress reports and report cards • Parent meetings are arranged when needed.
<p>Evidence of equitable school support for this practice</p>	<ul style="list-style-type: none"> • Teachers are provided with state standards • Administration checks lesson plans 	<ul style="list-style-type: none"> • Departments meet concerning curriculum • Pacing guides on 	<ul style="list-style-type: none"> • Benchmark worksheets are posted on our shared computer drive 	<ul style="list-style-type: none"> • All teachers were involved in developing a plan to improve our school. 	<ul style="list-style-type: none"> • Lesson plans submitted online websites • Administrators 	<ul style="list-style-type: none"> • Lesson plans have standards noted and are posted online • Benchmark 	<ul style="list-style-type: none"> • LHS website • Counselor/ • Student meetings

		<p>file in the office</p> <ul style="list-style-type: none"> • Pre-requisites on file in guidance office 		<ul style="list-style-type: none"> • 100% of teachers are grouped by departments • Administration meets regularly with department heads. 	walk-through	<p>test list SPI with each question.</p> <ul style="list-style-type: none"> • Benchmark analysis determines “power” and “weak” standards. 	<ul style="list-style-type: none"> • Vision statement available on school website • Parent logs are collected at the end of each semester.
Next Step (changes or continuations)	Continue using alignments and evaluate state assessment results	Continue to evaluate and update pacing guides	Continue assessments	Continue to monitor and meet scores	Continue practice and more collaboration.	Continue practice and FOS time at end of class.	Continue updating website and information and continue evaluating all forms of communication

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

- Educators are allotted a daily 90 minute block in which to effectively plan instruction based on TDOE standards.
- Professional development time is given to collaborate among subject area teachers to better develop in-depth curriculum
- During departmental meetings, teachers meet to discuss implementation of the curriculum standards in their lesson plans
- Occasional meetings with administrators and/or supervisors during a portion of planning time.

MONEY

- State and local funds are spent on materials that adhere to TDOE curriculum standards such as textbooks, software, credit recovery.

PERSONNEL

- Educators' lesson plans conform to state standards and are posted on teacher's web pages
- Administrators monitor lesson plans to verify adherence to state standards
- Department chairs seek advice and counsel from members of their departments
- Administration meets once a month with department chairs to discuss curricular needs and progress

OTHER RESOURCES

- Educators are given access to websites to curriculum.
- Specialized resources (Gateway and EOC Coach workbooks and software) are available to monitor student understanding of the curriculum and to prepare students for summative exams

- Professional development conferences (HSTW/ CTE Conference/ Teach like a rock star)

**“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

- More time is needed for departments and grade level teams to collaborate on successful curricular practices (Professional Learning Communities – PLC).
- Effective inclusion of all standards within the course term is a struggle.
- Need time for professional development on the use of current software applications (Edusoft).

MONEY

- More money is needed to purchase supplementary materials to enhance curriculum (content- specific professional journals, magazines, software, computers, and books).
- Equipment needed in each classroom include LCD projectors, DVD players, and Smart boards.
- The school needs adequate facilities in order to provide each teacher with his/her own classroom.

PERSONNEL

- Maintain teachers needed to reduce class sizes and, subsequently, to more effectively implement curriculum standards.
- Need a full-time technical person on-site to address technological aspects of the curriculum.

OTHER RESOURCES

- More content-specific professional development opportunities are needed.

Equity and Adequacy:

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

Yes. All educators have ready access to TDE curriculum standards, as each department has a copy of the state standards for courses taught in that department. Regular department meetings are scheduled to address concerns regarding curriculum implementation. Since lesson plans are checked weekly for adherence to State standards, educators get regular, constructive feedback in this area.

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

Yes. We are targeting various funds and resources to meet the needs of all the teachers. However we could use more software, computers, and LCD projectors in each classroom.

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

The data reflects that we have improved value-added scores in several subjects, but are still below in several categories.

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?

- For many years educators in Wilson County School System completed the mapping and vertical alignment of curriculum for K-12. The purpose was to relegate subject matter to certain grade levels while eliminating repetition.
- Several disciplines have improved in value-added scores.

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.)

A major challenge is how to improve teacher value added scores so our students are being challenged. Several areas are still showing below on value-added scores.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

Each course gives a benchmark test where each question is matched to a SPI of the TDOE standards. After the testing each teacher will do a benchmark test analysis to see which question students did not get 80% mastery. The SPI that is declared weak will have bell ringer questions that will be given to students every day.

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

<p>Current Instructional Practices</p>	<p>Classroom instruction is aligned with the standards based curriculum</p>	<p>Classroom instruction is aligned with assessments</p>	<p>Teaching process is data-driven</p>	<p>Students are actively engaged in high quality learning environments as supported by higher order thinking skills</p>	<p>Teachers incorporate a wide range of research based, student centered, teaching strategies</p>	<p>Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond initial classroom instruction</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<ul style="list-style-type: none"> • Teachers write SPI on lesson plans • SPI posted in classroom 	<ul style="list-style-type: none"> • Lesson plans and tests are reflective of the lessons being taught • Benchmark assessments 	<ul style="list-style-type: none"> • Honors, AP Dual Enrollment courses are offered to all students • Analysis of Benchmark assessments • FOS questions from standards needing to strengthen as 	<ul style="list-style-type: none"> • Academic decathlon competitions • Classroom projects • Challenge and rigor in lesson plans 	<ul style="list-style-type: none"> • Student participation in discussion and learning • Cues and Questioning • Demonstrations (jobs, projects, designs) • Group work (Peer tutoring) • Hands-on 	<ul style="list-style-type: none"> • Before and after tutoring • 5th block classes • Graduation coaches • Freshman Seminar • A+ credit recovery • Intersession

			<p>evidenced on benchmark tests</p> <ul style="list-style-type: none"> • College-board assessments are analyzed each year to determine most common area of weaknesses. • Gateway pretest 		activities	<ul style="list-style-type: none"> • E4TN online summer school
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • Snapshot evaluations • Teacher evaluations • Lesson plans 	<ul style="list-style-type: none"> • Gateway • EOC • Benchmark Assessments • Portfolios 	<ul style="list-style-type: none"> • Lesson plans • Practice test results • Benchmark Test analysis 	<ul style="list-style-type: none"> • Administrators walk-through observation forms • AP test scores have improved 	<ul style="list-style-type: none"> • Snapshot evaluations • Teacher evaluations • Lesson plans 	<ul style="list-style-type: none"> • Intersession recovery points • Students gained a credit

	<ul style="list-style-type: none"> • Curriculum pacing guides • Gateway tests 		<ul style="list-style-type: none"> • AP Exam Scores 	<ul style="list-style-type: none"> • AP courses enrollments have increased • History fair 		<p>through credit recovery and 5th block classes</p> <ul style="list-style-type: none"> • GOT classes
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Lesson plans with standards indicated • Pacing guides • Value-added scores are improving • Met NCLB benchmarks in all subject areas 	All Gateway and EOC subjects met the state benchmarks.	<ul style="list-style-type: none"> • Teachers review and analyze data to make adjustments to their lessons • Test Scores 	<ul style="list-style-type: none"> • Administrative walk-through observations • Improved value-added in some areas 	<ul style="list-style-type: none"> • Evaluations • Semester grades 	<ul style="list-style-type: none"> • 30 students enrolled in GOT for Fall 2009 • 142 students participated in intersession during 2008-2009
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • In-service time to develop pacing guides and curriculum alignment • Administration monitoring and support 	<ul style="list-style-type: none"> • A+ credit recovery • Flex time for teachers who volunteer for after school tutoring. • Collection of benchmark worksheets • Celebration in faculty 	<ul style="list-style-type: none"> • All Gateway and EOC teachers administer practice tests • Required Benchmark • Celebrations/Rewards 	<ul style="list-style-type: none"> • AP Hall of Fame • Battle of the Classes/Blue Devil Pride • Students in history classes may enter history fair • Principals 	<ul style="list-style-type: none"> • Teachers use a combination of strategies • Book study on Marizano • Monitored area on walk-throughs (feedback) 	<ul style="list-style-type: none"> • Programs are available to all students • Flex time for teachers who volunteer for before and after school tutoring. • Library and guidance

	<ul style="list-style-type: none"> • All teachers indicate SPI on lesson plans 	meeting for achievement in any area.		List/Honor Roll <ul style="list-style-type: none"> • Spirit of LHS awards • Monitored area on walk-throughs 		office are open 30 minutes before and after school. <ul style="list-style-type: none"> • GOT is provided before, during, and after school. • ACT Prep class is offered in the curriculum.
Next Step (changes or continuations)	Continue	Continue	Continue and more use of Edusoft software	More profession development on higher order thinking skill questions	Continue and more cross curricular lessons	<ul style="list-style-type: none"> • Develop after school tutoring lab • Increase participation in these programs • Continue Freshman seminar and track the progress of these students as they advance

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

- Teachers meet in departmental meetings once a month
- Most departments have teachers who willingly volunteers to come before school or stay after school to tutor students who are struggling with their courses
- Each teacher is given a 90-minute planning period

MONEY

- Teachers receive \$150 BEP funds a year for classroom supplies
- Teachers are paid extended contract money for hours before and after school.

PERSONNEL

- Administrators complete instructional walkthroughs to determine instructional practice, effectiveness of these strategies and student engagement.
- Department chairs ensure updated course descriptions and pre-requisites.
- Other staff members also lead professional development sessions.

OTHER RESOURCES

- Edusoft have been purchased to help teachers in standards analysis.
- Promethean boards and 2 mobile computers labs have been purchased to facilitate instruction.

“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

- Professional development time for teachers to plan together and support one another in improving instructional practices (Professional Learning Communities – PLC)

MONEY

- More money to purchase instructional technology such as Promethean Boards, TI calculators, and upgrade current software.

OTHER RESOURCES

Equity and Adequacy:

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

No, due to a lack of funding, not all teachers have Smart Board capabilities in the classroom.

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

Yes, limited funds have been used to acquire textbooks and other resources for all students.

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

No, economically disadvantaged, Hispanic, African-American, ESL, and special need students need more assistance.

TEMPLATE 3.2.c: Instructional Summary Questions

The following summary questions are related to **instruction**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding 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?

Profession development is targeted toward increasing student achievement through creating lessons that promote higher order thinking. Teachers record state standards on lesson plans and lesson plans are monitored by the administrative staff. The administration is visible not only throughout the school building but also in the classrooms. We have regular monthly faculty meetings and departmental meetings to collaborate to brainstorm instructional ideas.

We offer many college level classes such as AP, Honors, and Dual Enrollment courses.

Instructional Summary Questions- Narrative Response Required

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

A challenge is to improve our teacher value added scores so we raise our students to or above their expectations.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

Each course gives a benchmark test where each question is matched to a SPI of the TDOE standards. After the testing each teacher will do a benchmark test analysis to see which question students did not get 80% mastery. The SPI that is declared weak will have bell ringer questions that will be reviewed with students every day.

TEMPLATE 3.3.a: Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

<p>Current Assessment Practices</p>	<p>Uses student assessments that are aligned with the TN DOE standards based curriculum</p>	<p>Uses a variety of data points for decision making relative to student achievement</p>	<p>Assesses all categories of students</p>	<p>Provides professional development in the appropriate use of assessment</p>	<p>Provides support and technical assistance to teachers in developing and using assessments</p>	<p>Provides assessment information to communicate with students, parents and other appropriate stakeholders regarding student learning</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<ul style="list-style-type: none"> • Standards are posted in classrooms • Standards are stated in lesson plans and posted online on school website • Teacher assessments are created with reference to state standards 	<ul style="list-style-type: none"> • Teachers use benchmark test, PLAN, ACT and TVAAS for student assessment to monitor and adapt student learning 	<ul style="list-style-type: none"> • Gateway tests, EOC tests, writing assessment and benchmark tests 	<ul style="list-style-type: none"> • All teachers attend TVAAS training • Benchmark development • Edusoft training 	<ul style="list-style-type: none"> • Teachers are trained how to access the state website TVAAS • Teachers are trained how to analyze assessment data available on state website TVAAS • Benchmark analysis and Edusoft 	<ul style="list-style-type: none"> • Students, parents, and stakeholders are provided with assessment results with explanations • Progress reports • Communication logs • State standards are communicated to parents via written means • IEP meetings

Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • Teacher tests linked directly to state standards • Student record and teacher record of class achievement towards standards 	<ul style="list-style-type: none"> • Scores from benchmark tests, PLAN, ACT and TVAAS 	<ul style="list-style-type: none"> • IEP records • Report card desegregation is analyzed • F reports to determine which students in school are struggling (distributed to administrators, counselors, graduation coach, freshmen dean, and writing coach) 	<ul style="list-style-type: none"> • Documented in-service on Avatar 	<ul style="list-style-type: none"> • TVAAS information • Observation of lesson plans • Classroom observations • Edusoft 	<ul style="list-style-type: none"> • Progress reports • Calls and letter to parents • Parent/Teachers conferences sign-in sheets • Connect Ed group calls over phone about progress reports and absences

<p>Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)</p>	<ul style="list-style-type: none"> • Value added scores are increasing • NCLB benchmarks met in all subjects. • Benchmark tests have test items aligned with state standards 	<ul style="list-style-type: none"> • Scores from benchmark tests, PLAN, ACT and TVAAS • Value added scores are increasing • NCLB benchmarks met in all subjects. 	<ul style="list-style-type: none"> • Analysis of category improvement on report card. • IEP consultation forms and ELL reports. 	<ul style="list-style-type: none"> • All teachers have attended professional development that help in developing and using assessments • Value added scores are increasing • NCLB benchmarks met in all subjects. 	<ul style="list-style-type: none"> • All teachers are using TVAAS to assess teaching effectiveness • Value added scores are increasing • NCLB benchmarks met in all subjects 	<ul style="list-style-type: none"> • Parent signature on progress report • Parent contact logs • Sign in logs for parent/teacher conferences
<p>Evidence of equitable school support for this practice</p>	<ul style="list-style-type: none"> • All teachers asked to make copy of state standards are found on state website • Standards are required on teacher lesson plans and on benchmark test questions. 	<ul style="list-style-type: none"> • Administration analysis scores school wide and celebrations are held for high achievement. • Poster posted in main office lobby of test successes. • Test data is used to drive the master schedule • Remediation classes or time is made available. 	<ul style="list-style-type: none"> • Benchmark score sheets are placed on shared drive and all teachers are required to post scores 	<ul style="list-style-type: none"> • TVAAS training is required for all teachers during in-service at beginning of the school year • Benchmark training required 	<ul style="list-style-type: none"> • Teachers are given the opportunity to use the TVAAS online program to determine the progress of their students • Edusoft has been purchased. 	<ul style="list-style-type: none"> • All teachers are given a progress report template • All teachers give progress reports at the same time • All teachers are given forms to record contact with parents

Next Step (changes or continuations)	Continue benchmark testing	Continue to analyze data and allow it to drive curriculum decisions.	Continue practice	Add more professional development on assessment strategies	Continue practice	<ul style="list-style-type: none"> • Continue with our extensive efforts to keep parents informed • Parent portal online grades
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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

- Daily 90-minute planning time for teachers
- Teachers of Gateway and EOC courses have “pull out” sessions for at risk students
- Monthly department meetings for teachers to share ideas, lesson plans and tests aligned to state standards

MONEY

- Test prep materials are purchases and all teachers have access to the materials
- Every teacher has own website to inform students and parents of expectations
- State aligned textbooks and materials

PERSONNEL

- Many teachers provide before and after school tutoring
- Administration meets with each teacher individually to discuss assessment results
- Administration meets with department chairs regularly to share assessment results (ACT, PLAN, EOC/Gateway)

OTHER RESOURCES

- Edusoft software

“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

- Time for all teachers to review test scores
- Time for teachers to plan lessons and assessments that meet the college readiness benchmarks

MONEY

- Materials budget for supplemental existing materials to incorporate higher-order

thinking skills

- More money spent on professional development to ensure continued teacher and student success

Equity and Adequacy:

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

All teachers are supported in teacher-made testing, high stakes testing, state-mandated, and placement testing. On test administration day, all staff members are asked to help in some capacity and flexible scheduling is used to ensure a successful testing environment.

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

Yes we feel at the present time, time funds and resources are currently meeting needs of teachers in their effectiveness with all the students.

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

Yes. Based on the data, we are meeting the overall needs of the entire student body.

Template 3.3.c: Assessment Summary Questions

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

All teachers are giving 4 ½ week, 9 week, and 13 ½ week benchmark tests. A benchmark test analysis is performed on the test and then teachers develop FOS (Focus on the Standard) questions that students work as bell ringer questions each day.

All school staff members are working together to help all our students be successful.

We use a variety of data points for decision-making relative to student achievement.

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.)

A major challenge is filling the gap of concept between courses because of the new TDOE standards. Many concepts are not repeated in the next course.

Although our Gateway scores continue to show improvement, the TVAAS value added scores are below expected AYP.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

We will focus on the best strategies for teaching and preparing these students for success on their assessments, and overall education.

Benchmark analysis will allow us to determine which standards need additional time to the standards that students have not mastered and reinforce them with review time everyday.

We will continue using a variety of data points for decision-making relative to student achievement.

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	School's beliefs, mission, and shared vision define the purpose and direction for the school	School provides continuous professional development for school leaders	School is organized to be proactive in addressing issues that might impede teaching and learning	School is organized to support a diverse learning community through its programs and practices	School is organized to engage the parents and community in providing extended learning opportunities for children
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Our beliefs, mission statement and vision statement are available for all stakeholders through school website, handbook and newsletters • Administrator's weekly Monday memo • School wide theme (We can and do "Make a Difference" one life at a time.) 	<ul style="list-style-type: none"> • Staff is required to attend a minimum of five in-service days • Many staff attend additional optional in-service • Staff members are evaluated by administration to ensure the teacher is meeting 	<ul style="list-style-type: none"> • Credit recovery is available to assist struggling students • Administration and departmental heads have a monthly meeting to discuss issues and concerns within each department • Monthly Faculty meetings are being held the first Monday of each month 	<ul style="list-style-type: none"> • Dual enrollment classes • Online classes • STARS, many clubs • After school programs 	<ul style="list-style-type: none"> • SIP teams include parents, students, and member of our community • Freshman teachers host an orientation and meet the teacher night • Sports associations have booster clubs that are comprised of parents to assist the coaches in improving sports programs • Parent conferences

		<p>performance expectations</p> <ul style="list-style-type: none"> • New staff is required to attend new teacher orientation • New staff members are assigned mentors that are proven to offer wise advice based on their teaching experiences 	<ul style="list-style-type: none"> • Tardy Sweep policy • Administrations walk-throughs • Graduation coach • Freshman Dean-referral system • Writing Coach-referral system • Tutoring schedule • Department meeting third week of each month to collaborate concerns • Faculty Advisory Council 		<ul style="list-style-type: none"> • School website • School wide community canned food drive
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes

Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • A copy of our beliefs, mission statement and vision statement 	<ul style="list-style-type: none"> • A copy of summer schedule of in-service activities and in-service days that have been completed listed on AVATAR • Examples of extra in-service opportunities (AVATAR) • A school calendar with in-services and stockpile days highlighted and a sign-in log 	<ul style="list-style-type: none"> • Copy of teacher schedules and team assignment • Calendars and announcement sheets indicating faculty meeting dates and notes from a faculty meeting • Early identification/intersession of students with special needs 	<ul style="list-style-type: none"> • Copy of the dual enrollment class syllabi and a copy of students enrolled • List of students enrolled in the online classes • Requirements for the Tennessee Scholar program along with a list of students that have graduated under this program 	<ul style="list-style-type: none"> • List of parents that actively participate in athletic and band booster clubs • List of students and businesses that participate in job shadow • School wide community canned food drive

		<ul style="list-style-type: none"> • A copy of the teacher evaluation schedule • A list of mentors that have been assigned to new teachers 			
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Teachers are working together within departments to share ideas and successes • Have successfully developed common benchmarks in all subjects. 	<ul style="list-style-type: none"> • New teacher scores are in line with veteran teachers • Teacher plans instruction and assessments are aligned with state standards. 	<ul style="list-style-type: none"> • A+ grade recovery and tutoring help students improve grades • Weekly calendar helps keep teachers informed of events • Credit recovery helps students regain credits for failed courses • Departmental head meetings help keep administration aware of what is going on within 	<ul style="list-style-type: none"> • School participation and the activities 	<ul style="list-style-type: none"> • SIP Leadership teams help teachers collaborate to improve our school • Freshman Orientation helps prepare students and parents transitioning from 8th grade • Athletic and Band booster clubs help coaches raise money for sporting events

			<p>departments</p> <ul style="list-style-type: none"> • Faculty meetings keep teachers up-to-date on what is expected of teachers 		
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Beliefs, mission statement and vision statement approved by all faculty and staff as well as students and community representatives • Time was provided through professional development, faculty meeting and department meetings to complete common pacing guides and benchmark tests. 	<ul style="list-style-type: none"> • Our staff is eager to participate in collaboration with other teachers, serve as mentors to new teachers, and participate in professional development 	<ul style="list-style-type: none"> • Mentoring at risk students • Open door policy between administration and faculty 	Our school offers a variety of different programs to enhance student learning at every ability level-from the severely learning disabled students to the most academically talented students	<ul style="list-style-type: none"> • Community donates time and money to our programs and encourage our students to become leaders • Leadership Wilson • Different media forms used to communicate
Next Step (changes or continuations)	Continue the promotion of our beliefs, mission and vision statements	Continue	Continue	Consider increasing the use of technology within the classrooms to	Continue

				expose the students to the emerging world of technology	
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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

- Planning period, professional development, department meetings, faculty meetings, before and after school tutoring, phone logs and parent/teacher conferences

MONEY

- BEP, ADA, and general funds

PERSONNEL

- Personnel consist of 84 teachers, 4 administrators, 2 SRO, 4 guidance counselors, two media specialist, support staff, and a school nurse.

OTHER RESOURCES

- Our time money personnel and other resources are allocated to share our belief, missions, and shared visions with all stakeholders to define the purpose and direction for Lebanon High School
- Websites, newsletters, automated phone calls

“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

- Continue to track all freshman after completing Freshman Focus program
- More time for collaboration among teachers

Equity and Adequacy:

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

Lebanon High School provides equity and adequacy for all teachers. Opportunities are available for teachers to participate in various leadership roles, lead professional development

and all are invited to express ideas concerning implementation of new programs and initiatives.

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

Yes the funds that we have are being spent on programs that promote organizational processes, but more funds are needed for the increased needs of our students.

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

Yes, we use funds to inform all stakeholders of what is required and needed for our students.

We continue to inform parents of progress and try to bring parents into the process of education their 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?

The driving force for what we do everyday is our beliefs, mission, and vision statement. Students have multiple opportunities for extended educational opportunities. We have a theme throughout the building that says Making A Difference and staff members believe that we do make a difference in each student's lives.

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.

We need to continue to improve our graduation rate and increase test scores to stay in line with state expectations.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

We will continue to focus on our beliefs, mission, vision and theme statement to help our students be successful.

Component 4 – Action Plan Development

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	All Lebanon High School students, including those in special education, low socioeconomic, and non-core subgroups, will improve their performance on the TCAP Writing Assessment to meet the required NCLB benchmark of 93%.					
Which need(s) does this Goal address?	Goal 1 addresses the weakness of LHS students in writing skills as reported through teacher observation, by standardized test, and student self assessment.					
How is this Goal linked to the system’s Five-Year Plan?	Goal 1 is linked to the Wilson County Five Year Plan by providing a “clearly defined, cooperatively developed” framework for development and growth in the language arts area. It addresses the standards set forth by the state curriculum framework and the Wilson County vertical alignment of language arts instruction.					
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
Action Step	Conduct school-wide practice persuasive writing samples which teachers score using Tennessee Writing Assessment rubric (organization centered) monthly.		Nov.2009 Jan 2010	Nancy Ash, Denise Joyner department chairs*	All teachers will receive writing rubric. Local funds	Accomplished when all faculty members score essays consistently using the TN Writing Assessment rubric

Action Step	Increase the amount of quality of writing assignments in each discipline, with special emphasis on the persuasive mode (student centered) each semester.	Fall 2009 Spring 2010	All faculty, Pate, Denise Joyner	Writing Prompts	Local funds	Accomplished when all faculty members regularly require writing assignments and show consistency in the scoring process	
Action Step	English teachers will provide students with paper examples for each level of the rating scale and give instruction in organizing an essay, using transition signals, and giving examples to support a position each semester.	Fall 2009- Spring 2010	English Department	Teacher Materials	Local funds	Improvement in Writing Scores	
Action Step	Teachers will assign more outside reading assignments to non-core students (student centered) each semester.	Fall 2009 Spring 2010	All faculty, Nancy Ash	Classroom sets of paperback books	Local funds	Compile and analyze teacher surveys and lesson plans	History, Fresh. Sem. & English Department assigned summer & outside reading.
Action Step	Writing Coach will give extra attention to students at-risk of low performance on the Writing Assessment based on Accelerate I and II reports generated from TVAAS website beginning 3 weeks before writing assessment.	Fall 2009 – Spring 2010	Pam Hardy	Time	Local funds	Participant scores will be analyzed after writing assessment.	
Action Step	Special education remediation daily 2weeks prior to the assessment	Spring 2010	April Harris, Darrin Plumlee, B.J. West, Myra Sloan	Time	Local funds	Compile and analyze scores for students receiving special education services.	
Action Step	Staff training sessions on how to improve writing skills will be conducted at monthly faculty meetings during the months of October –	October 2009, December 2009 January 2010,	Deb Pate, Lindsay Mosley, Nancy Ash	Training	Local funds	Teachers will share different methods used in classroom in faculty and	

	January.					department meetings.	
Action Step	Teachers will be required to attend 6 hours of differentiated instruction professional development through PD360.com.	December 2010-March 2010	Denise Joyner	Time	Local Funds	Teachers will participate in follow reflection questions evaluating the effectiveness of the applied strategies.	
Action Steps	Parents will be informed about the upcoming testing and school events through the Parent Link system.	November 2009-May 2010	Nancy Ash	Time	Local Funds	Student data will be updated as needed to ensure communication.	
Action Steps	Parents, students, and community stakeholders will be informed about testing dates and testing importance via the school website weekly.	November 2009- May 2010	Dan Lorenzon	Time	Local Funds	Count of website visitors will be monitored.	
Action Step	Teachers and school staff are informed about weekly events and important updates via the weekly memo and calendar of events.	August 2009-May 2010	Nancy Ash	Time	Local Funds	Teachers print and read each memo.	

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	Lebanon High School graduation rate for students on both the vocational and the university paths will continue to increase toward the mandated 90% NCLB benchmark.
Which need(s) does this Goal address?	The graduation rate for LHS is a continual concern, and our goal is to meet or exceed the mandated 90% NCLB benchmark
How is this Goal linked to the system’s Five-Year Plan?	Goal 2 is linked to the Wilson County Five Year Plan in that it “promotes student learning and demonstrates accountability.”

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	Graduation Coach will work with the guidance to keep track of students at-risk of not graduating and/or dropping out on a daily basis.	Fall 2009- Spring 2010	Charles Bozman, Guidance Department,	Teaching position	Local funds	Records of progress of each student will be kept. Graduation rate will be	

			Nancy Ash			monitored	
Action Step	Freshmen Dean will work with ninth grade students who are struggling behaviorally or academically and communicate with involved parties on a daily basis.	Fall 2009- Spring 2010	Geoff Atchley, Tiffany Smith, All 9 th grade faculty	Teaching position	Local funds	Freshmen Students will be tracked and graduation rate will be monitored.	
Action Step	Freshmen seminar classes required for all incoming ninth graders (study skills, character development, test prep, school activities involvement, and community involvement)	Fall 2009	Geoff Atchley, Tiffany Smith, Mary Ashby, Frankie Dunklin	Teacher materials	Local funds	Freshmen Students will be tracked and graduation rate will be monitored.	
Action Step	Use A+ software for credit recovery each semester.	Fall 2009- Spring 2010	Guidance, Jeremy Redmon, Charles Bozman, Denise Joyner	A+ Software	Local funds	Completed lessons will be monitored and program will be evaluated.	
Action Step	GOT (Graduate on Time) offered before and after school everyday.	Fall 2009- Spring 2010	Guidance, Nancy Ash, Denise Joyner	A+ Software and teacher	Local funds	Graduation rate will be monitored for improvement.	30 students participating in Fall 2009.
Action Step	Intersession/Grade recovery will be offered twice per school year. (One week during the fall/spring semester)	Fall 2009 & Spring 2010	All faculty, Jeremy Redmon, Guidance, Nancy Ash, Denise Joyner	A+ Software & teachers	\$6,000 stipends	Failure reports will be evaluated for each subject.	139 students participated in the Fall 2009 intersession.

Action Step	Special Education consultation reports will be completed by all teachers two times per month.	Twice Monthly Fall 2009- Spring 2010	Myra Sloan, April Harris, Darrin Plumlee, All faculty	None	Local funds	Graduation rates for students receiving special education services will be monitored.	
Action Step	Before and after school tutoring will be offered in all subjects during the afternoon and morning.	Fall 2009- Spring 2010	Volunteer teachers	Teacher & materials	Local funds	Attendance in after/before school tutoring will be monitored.	
Action Step	Graduation Coach will issue a monthly update on students at-risk of not graduating on time via email to all faculty and staff.	Spring 2010	Charles Bozman, Guidance	Teacher Position	Local Funds	At-risk student's progress will be monitored and progress will be evaluated.	
Action Step	Parents/guardians of students at-risk of not graduating will be contacted by phone and letter on a monthly basis.	Fall 2009- Spring 2010	Charles Bozman, Guidance	Teacher Position	Local Funds	At-risk student's progress will be monitored and progress will be evaluated	
Action Step	Teachers will be required to attend 6 hours of differentiated instruction professional development through PD360.com.	December 2010- March 2010	Denise Joyner	Time	Local Funds	Teachers will participate in follow reflection questions evaluating the effectiveness of the applied strategies.	

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	TVAAS scores (value-added) will improve in each subject area to the NDD or above status, resulting in reaching or exceeding the mandated NCLB benchmark of 93% for Reading/Language Arts plus Writing and 83% for Math proficiency.						
Which need(s) does this Goal address?	LHS meets the current state benchmarks, but is deficient in meeting adequate AYP for all subjects.						
How is this Goal linked to the system's Five-Year Plan?	Goal 3 is linked to the Wilson County Five Year Plan by linking the concepts and skills "relevant to student needs."						
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	Administer benchmark testing every 4 ½ weeks to evaluate students progress mastering content objectives.	Spring 2009-Fall 2010	All Faculty	Prep books	Local funds	Student progress will be monitored on a shared network drive.	
Action Step	Teachers will analyze benchmark scores every 4 ½ weeks and adjust instruction as appropriate. (FOS Questions)	Spring 2009-Fall 2010	All Faculty, Nancy Ash	Prep books	Local funds	FOS questions will be posted on boards in classrooms.	
Action Step	Teachers will place benchmark scores on a shared drive every 4 ½ weeks to track student progress.	Spring 2009-Fall 2010	All Faculty, Jennifer Cothron, Nancy Ash, Denise Joyner	Shared Network Drive	Local funds	Achievement will be tracked by each subject area.	

Action Step	National Honor Society members will work one on one with students for service hours 2 times per week.	Spring 2009 –Fall 2010	Carrie Pfeiffer, National Honor Society Students	None	None	Tutoring sign in sheets will be monitored.	
Action Step	Gateway/EOC remediation for students retaking or transferring to LHS 1 week prior to testing.	Spring 2009-Fall 2010	Nancy Ash, Denise Joyner, Guidance Department	Prep books	Local funds	Evaluate Gateway and EOC scores for repeat takers and new transfer students.	
Action Step	Adoption of Edusoft program to design and align tests to state standards and to analyze student achievement of objectives each 4 ½ weeks.	Spring 2009-Fall 2010	Denise Joyner, Nancy Ash	Edusoft program	Local funds	Track and evaluate benchmark scores for all students.	
Action Step	ACT prep teachers will establish an ACT prep class which will prepare students for the ACT. This course will be offered to Juniors during the fall semester.	Fall 2010	Nancy Ash	Prep books	Local funds	Track and evaluate ACT scores for all students.	
Action Step	Teachers will be provided with professional development training on the Edusoft program.	Fall 2009-Spring 2010	Denise Joyner, Jennifer Cothron	Edusoft Program	Local Funds	Track and evaluate benchmark scores for all students.	
Action Step	Additional Counselor or Assistant Principal for testing and data analysis	Fall 2010	Nancy Ash	Staff position	Local funds	Gather data for Value-Added, AYP, and Graduation Rate	
Action Step	Purchase of ACT Prep Workbooks and Software along with appropriate training for each teacher to align assignments to ACT standards and practice ACT type questions	Fall 2010	Nancy Ash	ACT books and software	Local funds	Lesson Plans and evaluate ACT scores for all students	
Action Step	LCD projectors and student computers for each classroom	Fall 2010	Nancy Ash	Projectors / computers	Local funds	Increase in Value-Added scores	
Action Step	Adoption of Professional Learning Communities to allow teachers to design common Benchmark tests and	Fall 2010	Nancy Ash	Time	Local funds	Track and evaluate benchmark scores for all students.	

	to analyze student mastery of those standards						
Action Step	Development of a safe, non-crowded environment where all students can feel comfortable coming to school to learn	Fall 2012	County Commission and School Board	New school or major improvements to existing building	State, Local and federal funds	Track and evaluate state scores and NCLB data for all students.	
Action Step	ACT Prep teacher will conduct professional development activity at a monthly faculty meeting which will inform teachers how to improve ACT composite scores.	Spring 2010	Michael DelBosco	Staff Position	Local Funds	Track and evaluate ACT scores for all students.	
Action Step	Four teachers will attend a high performing school to evaluate an ACT Prep Course and will share ideas and information with administration and faculty at a monthly faculty meeting.	Spring 2010	Nancy Ash, Jennifer Cothron, Barbara Hallums, Barney Griggs, Cyndi Vaught	Substitute Pay	Local Funds	Teachers will evaluate ACT program and return to share ideas with other teachers.	
Action Step	Teachers will be provided with Accelerate I and II data collected from the TVAAS website. These tables will include students in danger of not meeting the NCLB benchmarks in Algebra 1, English 2, and Biology 1.	Spring 2010	Nancy Ash, Jennifer Cothron	Staff Position	Local Funds	Teachers will offer extra assistance to students in danger of not meeting NCLB benchmark standards.	
Action Steps	Parents will be informed about the upcoming testing and school events through the Parent Link system.	November 2009-May 2010	Nancy Ash	Time	Local Funds	Student data will be updated as needed to ensure communication	
Action Steps	Parents, students, and community stakeholders will be informed about testing dates and testing importance via the school website weekly.	November 2009- May 2010	Dan Lorenzon	Time	Local Funds	Count of website visitors will be monitored.	

Action Step	Teachers and school staff are informed about weekly events and important updates via the weekly memo.	August 2009-May 2010	Nancy Ash	Time	Local Funds	Teachers will be informed and more aware of upcoming events	
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* Department Chairs – English (Mary Ashby), Math (Barbara Hallums), Foreign Language (Rachel Underwood), Physical Education (Tim Lounsbury), Science (Sara Grammer), Special Education (Darrin Plumlee), Vocational (Charles Howard), Business (Beverly Smith), Social Studies (Carrie Pfeiffer)

Component 5 – The School Improvement Plan and 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?

Our faculty pledged that the SIP would evaluate our school honestly and present a realistic, practical, and measurable action plan for improvement. We discussed the importance of our faculty’s developing a “shared vision” of *who* we were and *how* we wanted to improve instruction at our school. Therefore, we collaboratively met and routinely made efforts to work together as one in order to improve the education at our school. After months of surveys, analyses, disaggregation, component team meetings, consultations with county and state curriculum personnel, intra-school emails, “SIP Fast Fact” e-mails, department and faculty meetings, and conversations at the lunch table and in the lounge, we feel confident that we have achieved our stated goal.

Evidence of Alignment of Data and Goals – Narrative response required

What evidence do we have that proves alignment between our data and our goals?

GOAL 1

All Lebanon High School Students, including those in special education, low socioeconomic, and non-core subgroups, will improve their performance on the TCAP Writing Assessment to meet the required NCLB benchmark of 93% for Reading/Language Arts plus writing.

Data: In order to analyze efficiently data from assessment, curriculum, planning, and

Evidence of Alignment of Data and Goals – Narrative response required

organization, we analyzed data from school-wide persuasive writing practice, teacher observation, and the 2008-2009 TCAP Writing Assessment scores.

GOAL 2

Lebanon High School graduation rate for students will continue to increase toward the mandated 90% NCLB benchmark

Data: Since our graduation rate fell below the NCLB benchmark of 90% for the class of 2007, we initiated several new tactics in 2008-09. We are currently reinforcing our effort to increase the graduation rate and are making headway based on data that comes from the number of successfully graduating seniors in the class of 2009; students tracked from the Freshman Seminar program; number of students who enrolled in before and after-school, intercession, and any credit recovery programs. We will continue the same efforts that brought success last year.

GOAL 3

TVAAS scores (value-added) will improve in each subject area to the NDD or above status, resulting in reaching or exceeding the mandated NCLB benchmark of 93% for Reading/Language Arts plus Writing and 83% for Math proficiency.

Data: We analyzed the value added scores for all of our standardized testing. We noted that we met current benchmarks, but were deficient or close to deficient in meeting next year's benchmarks in some areas, particularly in writing assessment scores. In order to effectively analyze data for improving value added scores, benchmark tests were given at key points

Evidence of Alignment of Data and Goals – Narrative response required

throughout each nine weeks at four and a half week intervals in key content area classes as well as scores from Gateway and End-of-Course testing in 2009. Teachers completed worksheets on a shared network drive which show the achievement gaps of students on SPI's. School Improvement leaders noted trends in each of the subject areas and in tests like ACT and Gateway subject areas. All teachers used the data from benchmark testing to note the areas of weakness which drove the committee to choose this goal.

Evidence of Communication with All Stakeholders – Narrative response required

What evidence do we have of our communication of the TSIPP to all stakeholders?

The School Leadership Team has sent an email to all stakeholders publishing the mission statement and listing the goals for this year. Updates will be sent via the postal service, newsletter and emails quarterly.

In addition, the following plans have been implemented:

Teachers and Staff:

- Faculty meeting updates
- SIP components featured as part of faculty meetings
- Collaboration on SIP objectives at departmental meetings
- Maintenances of SIP improvement component committees

Students:

- Teacher explains to classes
- Small group meetings
- Individual counseling
- School newspaper
- School television show

Parents:

- Open houses
- Orientation
- Course catalogue
- Agenda book

Evidence of Communication with All Stakeholders – Narrative response required

- Parent contacts during conferences, after third tardy, if failing a class, before a student is referred to an administrator for discipline, media (school and community newspapers, newsletter, radio, and television), informal community interaction typical of community schools

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?

The mission of Lebanon High School is to challenge all students to exceed educational standards through rigorous courses of study that are relevant to real-world applications, and to encourage students to develop positive relationships through varied interests which will inspire them to be productive and successful citizens in an ever-changing workplace.

The Lebanon High School mission statement which speaks of real-world relevance and the "ever-changing workplace" and world aptly identifies the key element for monitoring and adjusting our action plan. We, as administrators, teachers, and all faculty members, acknowledge that school improvement is a constant and continuous process that must reflect and relate to our ever-changing, real, and living world. We know that in order to monitor and adjust our plan and school effectively we must closely and continuously *watch* our organizational policies, our instructional strategies, our curricular offerings, *use* all resources at our disposal, now and in the future, and *analyze* how these factors impact and challenge students and their learning outcomes and achievements. In so doing we can "challenge all students to exceed educational standards through rigorous courses of study that are relevant to real-world applications" and "encourage students to develop positive relationships through varied interests which will inspire them to be

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

productive and successful citizens" in our constantly-changing community, state, nation, and world. These beliefs have focused our mission and driven our decision to enhance writing, achieve AYP, and enable all our students to graduate.

The belief that our students will succeed in real world situations is enhanced by improved writing skills. Student who enter the workforce, attend a trade school, or continue their studies at a college or university need to be able to communicate, organize, and express ideas in a logical, informative and lucid manner. We want to raise our students' scores on the TCAP writing assessment because we feel it is the best indicator of their ability to succeed after high school.

It is also our mission that our students exceed expectations with rigorous study. Too many of our students are not reaching their potential in some subjects according to our AYP. We can achieve this part of our mission by helping every individual student in our school reach his or her individual growth expectations. Neither our belief nor our mission will be achieved without every student ultimately earning a diploma from Lebanon High School. We want to do everything in our power to help every student graduate.

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?

Goal 1: All Lebanon High School students, including those in special education, low socioeconomic, and non-core subgroups, will improve their performance on the TCAP Writing Assessment to meet the required NCLB benchmark of 93%.

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

Possible growth is indicated by the following:

- Use of Compass Learning program along with two mobile labs
- All student performance on summative tests (especially low socioeconomic, special education, and non-core students)
- Writing coach for students that are struggling in writing for remediation (before, after and during her planning)
- Increased enrollment in upper level courses
- Increased use of READ 180 reading program (improving comprehension skills that lead to improved writing)
- Increased number of fiction books checked out of library due to focus on reading across the curriculum
- Each class encouraged to write daily (journals to reiterate what was learned, document analysis, mini tutorials on brainstorming, writing out steps to solve math equations, writing out procedures for hypothetical lab procedures)
- Classroom opportunities for students to “choose, prove, connect, develop and convince”
- Special Education remediation daily leading up to assessment
- Staff training sessions on how to improve students writing skills

Goal 2: Lebanon High School graduation rate for students will continue to increase toward the mandated 90% NCLB benchmark

Growth is indicated by both student and institutional data:

- Graduation Coach: remediating, designing a plan for students to see progress and encourage to graduate on time
- Freshman Dean: working with ninth grade students who are struggling behaviorally or academically and communicates with involved parties (based on teacher referral)

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

- Freshman Seminar classes required for all incoming ninth graders (study skills , character development, test prep, school activities involvement, community involvement)
- A+ software for credit recovery
- GOT classes (Graduate on Time) offered before and after school
- Intercession/grade recovery: offered twice per school year (one week in fall / spring semesters)
- Special Education consultation reports: all teachers complete reports two times per month on all of their students with IEP's which includes grades, behavior and progress that each student is making. (Special Education teachers will then follow up with each individual student to encourage and help the students be successful.)
- Before and after school tutoring in all subjects (teachers volunteer their time)
- Youth Links – after school / summer programs

Goal 3: TVAAS scores (Value added) will improve in each subject area to the NDD or Above status, resulting in reaching or exceeding the mandated NCLB benchmark of 93% for Reading/Language Arts plus Writing and 83% for Math proficiency.

Make teachers aware of TVAAS scores:

*On required stockpile days teachers look at last year's score chart and compare/analyze the quartiles to determine how to reach all levels of students, in their classes and adjust instruction as determined by analysis.

*Teachers will administer benchmark tests every four and one half weeks in classes to measure student mastery. Analysis of these benchmark tests allows teachers to compare individual student progress to classmates in their classroom and in the rooms of other teachers. The benchmark worksheets are posted on the S drive, allowing collaboration

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

between same subject teachers to share and collaborate.

*Essential questions have been formed from SPI's in each subject area. Teachers choose one or more to focus on each class period.

- A committee will be developed to determine how to reach and meet the needs of students not mastering standards.
- National Honor Society/honor students will work one on one with students for service hours
- Gateway/EOC remediation for students retaking or having transferring in, not yet taking the tests. This will occur during morning assembly time and within school hours.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

Planning in the future should include more specific ways to give ownership of the planning to all stakeholders. This may include, but is not limited to, the use of a school blog site to give all stakeholders the opportunity to provide input. It should also involve and give more responsibilities to community, business, and parent representatives in the planning and decision making process. A longer period of time that may include the use of in-service time to develop the plan would also be helpful.

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?

Goal 1 – All Lebanon High School Students, including those in special education, low socioeconomic, and non-core subgroups, will improve their performance on the TCAP Writing Assessment to meet the required NCLB benchmark of 93%.

We will ask each teacher, regardless of subject, to perform a monthly writing assessment in class. The teacher will give a prompt related to their own teaching area and instruct students to write a five paragraph persuasive essay on the topic. Teachers will include this activity in their lesson plans and will grade each essay based on the TCAP rating scale. Scores and comments will be communicated to students. In addition, we will ask English teachers to give students paper examples of each level of the rating scale and to provide intensive instruction in organizing an essay, using transition signals, and giving examples to support a position. Lastly, we will specify one teacher to give extra attention to students at-risk of low performance on the Writing Assessment. This teacher will be able to work with very small groups of students and focus strictly on writing skills.

Goal 2 – Lebanon High School graduation rate for students will continue to increase toward the mandated 90% NCLB benchmark.

We will provide a Graduation Coach who will work with Guidance to keep track of students at-risk of not graduating and/or dropping out. This coach will build one-on-one relationships with these students and will help these students graduate by scheduling credit recovery, summer classes, or fifth block classes. We will continue to implement High Schools That Work strategies, such as helping freshmen develop long-term goals and good study habits, and assigning faculty mentors to at-risk students.

Goal 3 – TVAAS scores (Value-added) will improve in each subject area to the NDD or Above status, resulting in reaching or exceeding the mandated NCLB benchmark of 93% for Reading/Language Arts plus Writing and 83% for Math proficiency.

We will continue to use benchmark tests every four and a half weeks to evaluate the students' progress mastering content objectives and to help students maintain skills they have learned. We will compare scores with other teachers who have had greater success with particular SPI's. We will expose students to more complex, higher level thinking questions. We will specifically pinpoint objectives that will be tested.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

The formative assessments used to evaluate student progress range from student-based approaches to formal assessments. Many of the formative assessments are ongoing; however, the items marked with an asterisk (*) are those that are utilized at pre-determined intervals. The assessment instruments listed below apply to all three goals due to their academic focus, and graduation is a natural consequence of good academic performance:

- Portfolios kept by AP classes and non-benchmark courses.
- Pre-tests
- English 1 End of Course test each semester *
- Grade reports at 4½ week intervals *
- Teacher observation
- Student self-evaluation
- Participation
- Unit tests *
- Composition errors tracked by students
- State test data accessed online to indicate AYP
- Parent contact (i.e., failure list, after two tardies, when below 70, before referral to administrator unless severe clause)
- Teacher collaboration (Teachers' rooms are in close proximity)
- Awareness of at-risk students (identifying students who exhibit at-risk characteristics, ensuring that those students identified as at-risk are taking advantage of the available programs such as Youth Links and STARS)

As part of the formative assessment, both formal and informal procedures are used to analyze the data attained through formative assessment means. Formal procedures used are as follows:

- Departmental meetings (Mandated monthly meetings are supported by pre-determined agendas and administrative attendance.)

- Grade reports (issued every four and one half weeks)
- Failure and contact logs
- Minimum number of grades each grading period
- Assigned jobs within departments

In order to determine growth, a comparison of data relating to students, teachers, and other schools is made. These comparisons are based on three-year windows of data. Adjustments will be made after analysis of data.

Student comparisons:

- School wide student results on all assessments
- Special education subgroup now enrolled in full-year math and English classes

Teacher comparisons:

- Individual teacher AYP reports
- Individual teacher results on all state tests
- Faculty participation in cross-curriculum events

Schools:

- Other high schools in the county
- Other high schools in other areas with the same demographics

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

(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.

The School Leadership Team will meet in September, November, January, March and July to access current data and to adjust the action steps in order to achieve the desired outcome in student achievement. Nancy Ash will oversee the process, Denise Joyner will monitor teacher

practices and planning at least once weekly, and Jennifer Cothron will oversee the data collection and analysis process on a daily basis but particularly at the end of each quarter. Department chairs will monitor effectiveness of the plan each month in 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?

- All four administrators meet twice daily to debrief: before school and after school. Part of the purpose of the meetings is an analysis of teaching strategies as observed and their relationship to writing scores, AYP and progress of at risk students.
- Department chairs meet with administration one a month prior to department meetings. Administrators plan with departments to complete analysis of current scores, to evaluate progress on SPI's and benchmarking, and to adjust teaching strategies.
- Departments meet once a month with administrator present. On many occasions members of other departments visit the department meetings of their colleagues to promote interdisciplinary projects.
- Departments meet to monitor pacing charts and SPI's and adjust for overlaps, gaps, and oversights each month.
- Guidance personnel meet weekly with administrators to share information about upcoming test dates, on-going projects, or the concerns of our students, especially for those in the low socioeconomic, special education, and non-core subgroups.
- Guidance counselors are required to meet with each student *at least* twice year to discuss test results, scheduling, career planning. These meetings provide natural opportunities for student feedback and assessment of the course offerings, instruction, and overall climate for learning at Lebanon High.
- In total, debriefing opportunities at LHS play a dominant role in the institutional

character of our school and provide us with opportunities to use the data we gather in planning, assessing, and building capacity for instruction and learning.

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 Leadership Team will adjust the plan following an analysis of fall testing and benchmark analysis with particular adjustments made by individual teachers based on disaggregated information returned with test results. Departments will meet twice yearly to adjust pacing charts as needed to correct SPI deficiencies indicated by benchmark tests to insure adequate AYP.

Department chairs will collect sample writings or activities that teach the writing skills at each monthly meeting and will work with struggling teachers to adjust strategies. Guidance, administration, and the graduation coach will meet weekly to intervene with students at risk of failure.

AYP: In the event of minimal growth indicated by the quarterly analysis of benchmark data and the semi-annual analysis of test data, our plan is to implement the following:

- Remediation
- Placement
- Evaluation of Teacher in-service to determine degree of application in the classroom; new opportunities to be offered based on evidence collected from teacher evaluations of in-services conducted in the previous term
- Better disaggregation of data to identify subgroup performance, SIP leadership team will meet to recommend additional interventions based on this further disaggregation of data
- Revision of course prerequisites
- Increased efforts at collaboration, especially with feeder schools outside our district, with

special emphasis on reaching subgroups identified as struggling

- Remediation provided in Algebra 1B class (students who have failed the Gateway test two or more times) by math teachers during their planning time
- Experienced mentors to be provided for individual teachers who are struggling with value-added performance and pacing

Writing: In an attempt to adjust student performance needs, remediation and enrichment strategies are addressed using the following interventions:

- Departmental meetings to discuss alternative methods of delivering writing instruction, reflection and discussion to be conducted on a monthly basis
- Large group remediation with “adopted” students who previously failed standardized tests, to be conducted semi-annually after test administration
- After-school and before-school tutoring, providing flex time for teachers, students to be referred as needed on an ongoing basis
- Faculty familiarized with standards and rubrics used for all state assessments, training to be made available annually, with additional training opportunities provided quarterly/semi-annually as determined by evaluation of data
- Students’ performance evaluated in classes to determine alternate placement for remediation and intervention, to be evaluated on an ongoing basis
- Established method for prescribing writing help with an appointed writing coach, to be evaluated on an ongoing basis

Graduation rate: In an attempt to adjust student completion of graduation requirements, we will use the following interventions:

- Intervention of graduation coach for students at risk of failure, student referrals to be made on an ongoing basis and evaluation of referral criteria to be adjusted quarterly as determined by data analysis
- Intervention of Freshman Dean and counselor; students will be referred by all teachers

for focused help to be provided through the freshman seminar umbrella; referrals to be made on an ongoing basis and referral criteria adjusted quarterly as determined by data analysis.

Nancy Ash will monitor the process, Denise Joyner will monitor the departments and individual teachers, and Jennifer Cothron will monitor the data collection and analysis.

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

How will we communicate our action plan to all stakeholders and gain feedback from them? (Some steps have already been adopted.)

- Devote three yearly afternoon staff development sessions to action plan
- Place SIP and motivational posters in teachers' lounge, copier room, etc. to serve as reminders
- Schedule SIP focus at department and faculty meetings as well as parent assemblies
- Group component teams together at faculty meetings
- Re-survey stakeholders to gain feedback about progress in action plan
- Feature our three goals in media releases, student agenda book and teacher handbook
- Create opportunities for interdisciplinary collaboration toward achieving goals