



# School Improvement Plan 2024 - 2025



Hall County  
Lanier College and Career Academy

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Lanier College and Career Academy
Team Lead	Rhonda Samples
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase opportunities for teachers to collaborate to create academically challenging environments, utilize assessment results to drive instruction, and create opportunities for cross curricular instruction.
Root Cause # 1	Increased lack of engagement within the classroom.
Root Cause # 2	Students are reading below grade level.
Root Cause # 3	Need for additional Professional Learning focusing on high impact instructional strategies.
Goal	During the 2024-25 school year, LCCA' s high school graduation rate will continue to increase with an end goal of achieving 70% by FY2028.

Action Step # 1

Action Step	Utilize collaborative PLC' s to impact student growth. Focus on the effective use of lesson components, strategies for providing students with specific and timely feedback to drive the instructional cycle. PLC's will provide instructional and literacy strategies that can be incorporated into daily practices.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: PLC Agendas; Student Work Samples; Teacher Reflections
Method for Monitoring Effectiveness	Monitoring Effectiveness: Pass Rates, EOC Data, Instructional Review data.
Position/Role Responsible	PLC Facilitation Team Administrative Team
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	What I Need (WIN) utilizes lunch time for making up missing assignments. Any student who is failing a course, or missing an assignment that negatively impact grade, will attend WIN. Continue data monitoring to measure impact of WIN on student grades.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Data from WIN attendance, Teacher participation
Method for Monitoring Effectiveness	Monitoring Effectiveness: Students work completed and turned in to teachers; Increased course passing rates
Position/Role Responsible	Grad Coach, Classroom teachers, Administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Utilize professional and at risk counselor for mentoring and assisting at risk students who are behind on academic credits.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: List of students being mentored, Monitoring improved attendance, student engagement, and increased grade improvement for at risk students.
Method for Monitoring Effectiveness	Increased course passing rates
Position/Role Responsible	Mentors, At Risk Counselor
Timeline for Implementation	Others : By Term

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	100% of teachers at LCCA will incorporate both literacy strategies and employability skills within their daily practices to better prepare students for the workforce and hold students accountable to career readiness standards.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster

Action Step # 4

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation - PLC Agendas; Instructional Review, Peer Observations, TKES observations.
Method for Monitoring Effectiveness	Monitoring Effectiveness - EOC Data. Increased course passing rates, Pathway Completion
Position/Role Responsible	PLC Facilitation Team, Administrative Team, Teachers.
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Utilize Instructional Coach to assist teachers in utilizing researched based instructional practices to increase student achievement and build collective efficacy.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation - PLC Agendas, TKES, IC Time Logs, Peer Observations, and Instructional Review.
Method for Monitoring Effectiveness	Monitoring Effectiveness - classroom observations, EOC Data. Increased course passing rates
Position/Role Responsible	Instructional Coach, Administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Utilize Renaissance Star and Lexia PowerUP software program and Reading Enrichment Teachers to target literacy improvement for students enrolled in Reading Enrichment classes.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation - Lexia Program will monitor progress and provide reporting data
Method for Monitoring Effectiveness	Monitoring Effectiveness - Increase in student literacy proficiency as measured by data supplied through Lexia.

Action Step # 6

Position/Role Responsible	Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	100% of teachers will provide daily opportunities for frequent and specific feedback. Teachers will assess mastery of daily learning targets through a variety of methods.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES observations, Instructional Review twice a year, Peer Observations
Method for Monitoring Effectiveness	Formative Assessment Data Analysis, Teacher Reflection, Decreased failing rates.
Position/Role Responsible	Teachers - Real Time Administration -
Timeline for Implementation	Monthly



Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Attend educational conferences for at risk schools and programs (dues, registration, lodging, travel, meals) that are aligned to the SIP with information to be redelivered to school based on Parent and Family Engagement, social and emotion skills, behavior, attendance, non traditional school culture, school improvement, and academic achievement.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Conference attendance, PLC / Leadership Team Agenda Re-delivery, and Real Time
Method for Monitoring Effectiveness	Increased graduation rate, decrease in discipline referrals, increased attendance rates, increased Family Engagement opportunities.
Position/Role Responsible	Administration, Instructional Coach
Timeline for Implementation	Yearly

Action Step # 8

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Offer additional planning for the School Leadership and Improvement Teams to evaluate systems during the school year and summer to measure student achievement and effectiveness of program.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda of Meeting
Method for Monitoring Effectiveness	Graduation rate; Drop out Rates
Position/Role Responsible	Administrator, Teachers, Instructional Coach
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Purchase leveled texts, supplies, equipment, technology, and software to increase numeracy and literacy through student engagement in authentic intellectual work and to provide remediation opportunities for students who struggle.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Purchase Orders
Method for Monitoring Effectiveness	Classroom Observations, Student growth on assessments and diagnostics, graduation rates
Position/Role Responsible	Administrators, Teachers, Instructional Coach
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To create habits of growth for students to learn to increase opportunities for their future.
Root Cause # 1	Lack of prior knowledge as to the importance of career readiness and career skills for their future.
Goal	A minimum of 65% of students will obtain a Dual enrollment credit or industry recognized certification prior to graduation.

Action Step # 1

Action Step	Students will be actively involved in school organization and/or a CTSO in order to earn community service hours, participate in competitions, earn a Leadership/Employability/Pathway Career Skills seal or completion of a Dual Enrollment certificate.
Funding Sources	Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: List of CTSO offered
Method for Monitoring Effectiveness	Increased student involvement in competition participation, increased # of skills seals earned and DE certifications earned.
Position/Role Responsible	CTAE teachers, Administration
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Note: Funding source can also include Local funds
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Action Step # 2

Action Step	100% of LCCA fulltime students will participate in structured self monitoring
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	2x a month, during REAL Time students will complete a check list of student performance: grades, attendance, missed assignments, and short term goal setting.
Method for Monitoring Effectiveness	Lowered failure rates
Position/Role Responsible	Teachers Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	For students to be able to identify a trusted adult by participating in a variety of programs offered at LCCA to address social emotional needs.
Root Cause # 1	Students feel disconnected and experienced a lack of success and meaningful relationships with staff at prior schools.
Goal	100% of full time LCCA students will participate in a student centered program during the 2024-25 school year to develop relationships between students and staff as well as develop life ready skills. Participation will provide opportunity for students to build meaningful relationships with staff and find trusted adults.

Action Step # 1

Action Step	Utilize school improvement funds to increase counseling support hours at LCCA.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Time Logs for Counselors DSG Group Calendar
Method for Monitoring Effectiveness	Student Achievement Data, Climate Rating Student Health Survey
Position/Role Responsible	Student Services
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Each week 100% of students will be in a REAL Time group in their area of interest. Groups focus on relationships, individual progress monitoring, activities geared towards area of student interest, career readiness, goal setting, and mindfulness/SEL strategies.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Student rosters in Real Time
Method for Monitoring Effectiveness	Student Surveys showing they have a trusted adult, Student achievement data, Climate Rating
Position/Role Responsible	Administration, Leadership Team
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Continue to provide teachers with professional learning focusing on student mental health. The PL will supply training and support on the processes to launch embedded wrap around services to address academic and non-academic barriers to student achievement. Addressing barriers such as trauma, mental health, addictions, and relationships will be included.
Funding Sources	Title I, Part A SIG Title II, Part A
Subgroups	Economically Disadvantaged Foster

Action Step # 3

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: PLC Agendas
Method for Monitoring Effectiveness	Student Surveys showing they have a trusted adult, Student Health Survey, Climate Survey
Position/Role Responsible	DSG Lead, Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Develop opportunities for family and community involvement at the school (Ex. Bilingual Open House, Literacy / Numeracy Night, Back to School Informational Night, Curriculum Night, job fairs, etc.)
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership



Action Step # 4

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: List of Family Engagement Activities, Sign In Sheets.
Method for Monitoring Effectiveness	Monitoring Effectiveness: Parent Survey Results., Increased # of opportunities for family involvement.
Position/Role Responsible	Instructional Coach, Administration, Student Services
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Input was gathered from teacher leaders during Department Chair meetings, PLC Leader meetings, and School Improvement Team meetings. In addition, parents are given multiple opportunities to provide feedback through surveys at the end of parent and family engagement meetings, at the school's annual Title I Input Meeting held in the spring, and with the input survey posted online and in the front office every spring. All of this input is analyzed throughout the year to evaluate our progress and set goals for the following school year.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All teachers teach within their certified fields, and the effectiveness of each teacher is measured by TKES. When a teacher is new or has an area that needs improvement, a variety of support systems are put in place. Instructional coaches, PLC leaders, and/or department chairs observe the teacher, provide feedback, and engage in constructive and collaborative dialogue so the teacher can enhance his or her instruction in a supportive environment. Furthermore, all teachers new to Johnson are paired with a mentor, and new teachers attend mentor meetings that guide them through their first year at the school. All of these efforts are meant to ensure that teachers at Johnson High School are part of a community that values student engagement, support, and collaboration. With this strong community, we aim to build up our teachers and maximize teacher retention.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>The Title I program at LCCA is a schoolwide program because the majority of our students are low income and have learning gaps and are at risk of not graduating on time. We are focusing on increasing OC scores, pass rates for all academic classes</p>

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

N/A

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>N/A</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>To assist in the transition from middle school to high school, LCCA hosts 8th grade visits for all Hall County 8th graders before their scheduling requests for the next school year are completed. During the visit to LCCA, the 8th graders learn about the different career pathway options and details such as courses, industry certifications, connected careers, and also have a hands on experience. LCCA works systematically at connecting high school students to postsecondary options such as higher education and employment opportunities. All students have access to a Dual Enrollment Coordinator who is housed on the LCCA campus. The DE Coordinator visits all students to educate them on the DE options available on the LCCA campus, Early College, the Lanier Technical College campus, and other options. The DE coordinator also hosts parent events in the evening to educate parents on DE options. As students approach their high school graduation, LCCA offers college and career counseling through our Student Services Department. Counselors administer the YouScience career inventory to assist students with their direction after high school. Students who desire to enter the work force have the opportunity to attend an annual job fair hosted on the LCCA campus that includes dozens of businesses seeking employees. LCCA also hosts an annual Tool Expo that brings up to 50 employers from the construction and related industries to one location for all Hall Co students to gather information and possibly apply for positions. Students who plan to attend college will have multiple opportunities to attend sessions on applying to college and financial aid on the LCCA campus with their parents.</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>LCCA minimizes students loss of class time for disciplinary reasons by emphasizing the preventative power of maintaining strong teacher/student relationships. Also, a day of ISS at LCCA only lasts 4 periods. We have Real Time two days a week and have strong Student Health Survey results regarding student relationships with staff.</p>

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	N/A
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