



for the essential actions as indicated in the division's corrective action plan.

In the 2005-2006 school year, Pennington Middle School, one of the thirteen (13) schools in Lee County Public Schools, remained accredited with warning and was the only school in the division that did not make adequately yearly progress (AYP), nor did the division.

**Summary of Major Elements**

In the 2006-2007 school year, all of the schools in Lee County Public Schools are fully accredited. All schools have made AYP as did the division. In addition, Elk Knob Elementary School was recently named as one of the seven nominees to the No Child Left Behind Blue Ribbon Schools for 2007.

The division continues to monitor, modify, and implement the corrective action plan and has implemented essential actions that have promoted improved student achievement throughout the division. A report on the implementation of the essential actions from Lee County Public Schools is attached.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board waive first review and release the Lee County School Board from the Memorandum of Agreement for the division-level review.

**Impact on Resources:**

None

**Timetable for Further Review/Action:**

None

**LEE COUNTY PUBLIC SCHOOLS  
CORRECTIVE ACTION PLAN STATUS REPORT & UPDATES FOR 06.07  
November 13, 2006**

All the following essential actions have been completed:

1a.	<ul style="list-style-type: none"> <li>• Adopted SOL Curriculum Framework as the curriculum.</li> <li>• SOL disks were provided to each teacher.</li> <li>• SOL information has been posted online.</li> </ul>	Completed 7/12/04
1b.	<ul style="list-style-type: none"> <li>• Passmark pacing guides were adopted for English and math.</li> <li>• Pacing guides for science &amp; social science have been developed</li> <li>• Pacing guides have been posted online.</li> </ul>	Completed 7/12/04
1c.	<ul style="list-style-type: none"> <li>• As new math (K-12) and English/Literature (6-12) were adopted and are to be used beginning 05-06, gap analysis of old textbooks was not efficient use of time.</li> <li>• As pacing guides for science and social science were not developed and adopted until spring 05, gap analysis and curriculum alignment was not feasible.</li> <li>• Curriculum alignment and gap analysis will be completed in 05.06</li> </ul>	<p>Ongoing throughout last school year</p> <p>Meeting held with teachers to examine modifying pacing guide where needed as indicated by SPBQ and other test data</p>
2a.	<ul style="list-style-type: none"> <li>• Pacing guide check reports were submitted weekly, ASIP (Annual School Improvement Plans) update reports were submitted monthly, and 9 weeks observation reports were submitted quarterly.</li> </ul>	Continuing since the beginning of 2004-2005.
	<ul style="list-style-type: none"> <li>• Quarterly audit team visits for the 06.07 school year.</li> </ul>	All Schools have been visited by audit teams at least twice the 1 <sup>st</sup> Semester
2b.	<ul style="list-style-type: none"> <li>• Reports to the superintendent and Board will continue.</li> </ul>	Last report October 6, 2006

2c.-1	<ul style="list-style-type: none"> <li>Plans will be developed to monitor implementation of SOLs' essential actions</li> </ul>	TaskStream being used throughout the division to monitor
2c.-2	<ul style="list-style-type: none"> <li>Continue with weekly check of SOLs taught vs pacing guides</li> </ul>	TaskStream
2c.-3	<ul style="list-style-type: none"> <li>Continue with scheduled classroom observations</li> </ul>	Observation schedules and logs kept by principals
2d.-4	<ul style="list-style-type: none"> <li>Develop and provide teachers w/written expectations as to the teaching the written aligned curriculum according to the pacing guides</li> </ul>	Completed 7/12/04
3a.	<ul style="list-style-type: none"> <li>Passmark testing will continue as well as the reading program assessments in K-5.</li> </ul>	Using SOLAR and teacher-made assessments in place of Passmark for 06-07
3b.	<ul style="list-style-type: none"> <li>A plan of regular assessment other than the 9 weeks testing will be implemented. Possible a mid-term testing program.</li> </ul>	SOLAR tests were be given October 17 & 18, 2006 Data will be analyzed week of Nov. 13-17
3c.	<ul style="list-style-type: none"> <li>Reports on Benchmark scores to the superintendent and Board will continue</li> </ul>	Ongoing since 2004-2005.
4a..	<ul style="list-style-type: none"> <li>Update the schedule of staff development will be developed for administrators.</li> </ul>	Ongoing
4b.	<ul style="list-style-type: none"> <li>Endeavors to develop an observation tool which includes "look for's" will continue.</li> </ul>	New Observation Instrument adopted by the Board September 12, 2005
4c.	<ul style="list-style-type: none"> <li>Training in the use of the observation tool of #4b will be provided</li> </ul>	Principals were given a brief overview in August and will be given more training throughout this school year Training repeated in August 06
5a.-1	<ul style="list-style-type: none"> <li>Follow-up inservices RE: #1a as needed.</li> </ul>	Completed 9/1/04
	<ul style="list-style-type: none"> <li>Follow-up inservices RE: #1b as needed</li> </ul>	Completed 9/1/04
	<ul style="list-style-type: none"> <li>Inservice RE: 1c will be developed and held.</li> </ul>	Completed 9/1/04

5a.-2	<ul style="list-style-type: none"> <li>Inservice RE: 2c will be developed and held.</li> </ul>	Completed 9/1/04
5a.-3	<ul style="list-style-type: none"> <li>Follow-up Passmark inservice will be scheduled.</li> </ul>	Completed 9/1/04
5a.-4	<ul style="list-style-type: none"> <li>Inservice will be provided RE: use of the newly developed observation tool.</li> </ul>	Completed 9/1/04
5a.-5	<ul style="list-style-type: none"> <li>Follow-up inservice on use of Passmark scores for remediation will be scheduled.</li> </ul>	Completed 9/1/04
5a.-6	<ul style="list-style-type: none"> <li>As needed, additional inservice will be provided RE: PBQ results.</li> </ul>	Completed 11/12/04
6a.	<ul style="list-style-type: none"> <li>Inservice (professional days: 7/year) were made mandatory.</li> <li>Continue w/use of inservice calendars for 06-07 school year.</li> </ul>	Completed 7/12/04
7a.	<ul style="list-style-type: none"> <li>As the 6 Yr Plan expires this year and as the requirement has been changed to a "Comprehensive Plan," a newly developed comprehensive plan was developed during the 05-06 school year.</li> </ul>	Developed and approved by Board on May 8, 2006
8a.	<ul style="list-style-type: none"> <li>The school system and schools have done all that they possible can to meet this objective.</li> </ul>	Completed 8/1/04

All schools are fully accredited and have met AYP
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## Part A. Essential Action Compliance Indicators - Lee County Division Level Review

Essential Actions	Implementation Timeline	Compliance Indicators
1. Implementation of an aligned curriculum	By August 1, 2004	<p>A. <b>Teachers have the <u>written</u> curriculum:</b> Curriculum documents used by teachers for lesson planning include at least the essential skills in the DOE curriculum framework.</p> <p>B. <b>Teachers have a <u>pacing</u> guide:</b> Each teacher has a copy of the aligned essential skills and has a pacing guide at the teacher, school or division-level that ensures appropriate pacing to complete the tested skills by each benchmark test and the SOL test at that grade level.</p> <p>C. <b>Teachers have a <u>materials gap</u> analysis:</b> Each teacher has, for his/her subject and grade level, a document that reflects a gap analysis, at the school or division-level, of the textbook and content materials used to teach the SOL to identify areas in which the essential skills are not adequately addressed. Each teacher subsequently has a list of aligned supplemental materials that will fill the identified alignment gap.</p>
2. Monitoring the implementation of the curriculum	Within 30 days of formal adoption of the curriculum	<p>A. <b>Division audits of schools:</b> At the division-level, an audit team visits each school no less than once per quarter to audit the school-monitoring plan.</p> <p>B. <b>Reports to the board:</b> The team will provide written reports to the superintendent who will report to the board at least quarterly on the implementation of the curriculum using at least the indicators in the essential actions.</p> <p>C. <b>School-level monitoring plan of the <u>taught</u> curriculum:</b> Each school will have a plan to monitor the implementation of the curriculum that includes at least: 1) the indicators of the essential actions, 2) records reflecting a review of the lesson plans, 3) a schedule for classroom observations to ensure the <u>taught</u> curriculum is aligned, and 4) evidence of written expectations provided to and reviewed with teachers regarding teaching the written aligned curriculum.</p>
3. Assessing the aligned curriculum.	December 2004	<p>A. <b>Division-wide benchmark assessment:</b> Lee County has agreed to use the PASSMARK nine-weeks' assessment system that provides aligned assessments in English and mathematics, grades 2-11, based on the PASS pacing guide. For</p>

<p>including division-wide benchmark reporting of student, school and division progress</p>		<p>elementary schools with grades K-5 using Scott Foresman, it was agreed they would use the textbook tests which are available weekly and each six weeks in lieu of the English PASSMARK test.</p> <p>B. <b>School plan of regular assessment:</b> To monitor the progress of each student, each school will have a plan for regular assessment, more frequently than each nine weeks. The plan will include action steps for monitoring to ensure alignment to the essential skill taught in the pacing guide and for compliance.</p> <p>C. <b>Report nine-weeks' PASSMARK results to the board:</b> The results of the Scott Foresman English test in grades K-5 and all other PASSMARK test results will be reported quarterly to the local school board with the report noted in indicator 2B.</p>
<p>4. Mandatory, ongoing staff development for all administrators regarding instructionally-focused teacher evaluation</p>	<p>A. By December 1  B. By December 1  C. Ongoing, per schedule in 4A.</p>	<p>A. <b>Division schedule of staff development for administrators:</b> A division plan and schedule for providing the required staff development will be in place, reflecting dates, topics, and presenters. Logs of the staff development are provided and those in attendance should be maintained.</p> <p>B. <b>Observation tools and division expectations:</b> To meet the requirement of instructionally-focused teacher evaluation systems, instruments need to be developed that provide administrators with division-level approved “look-fors” or indicators of good instruction: 1) in the use of the division-selected basal reading and mathematics programs, 2) aligned lesson plans, 3) aligned assessments, 4) discipline and time-on-task, and 5) the teaching process (i.e. Madeline Hunter lesson design or some other outline of research-based instructional sequences.</p> <p>C. <b>Components of staff development:</b> To use the observation tools effectively, administrators need to be trained in how to use the five components noted in indicator 4B. It would be helpful if they could practice the use of the tools while viewing video taped lessons, with a knowledgeable facilitator to guide them.</p>
<p>5. Mandatory, ongoing staff development for teachers on use of the division curriculum and assessment system</p>	<p>A. Ongoing, per schedule in 5B.  B. December 1</p>	<p>C. <b>Staff development on division expectations:</b> Staff development regarding expectations for the use of the curriculum system including: 1) an explanation of the components and how to use them in indicators # 1A, 1B and 1C; 2) indicator #2C; 3) how to administer the PASSMARK tests per indicator #3A (simulate SOL testing in terms of preparation and testing schedule); 4) share the “look-fors” and expectation in indicator #4B; 5) how to use the PASSMARK test results and plan remediation; and 6) how to use the Performance by Question results.</p> <p>D. <b>Division schedule of staff development for teachers:</b> A division plan and schedule for providing the required staff development will be in place, reflecting dates, topics, and presenters. Logs of the staff development are provided and those in attendance should be maintained.</p>

6. Scheduled planning time for planning in the school calendar	School year 2004-05	<b>A. The division and school calendars reflect scheduled planning time and staff development dates.</b>
7. Expand the division Six Year Plan to include the division and NCLB improvement plan	By August 1, 2004	<b>A. Improvement plans incorporated into Six Year Plan:</b> New or revised improvement plans to satisfy NCLB or division improvement requirements need to be incorporated into the regular division Six Year Plan, complete with public hearings and a systematic process for monitoring the plan and regular status reports to the local board.
8. Strategies for maximizing scheduled instructional time, including minimizing the impact of extra curricular activities are included in the improvement plans	By August 1, 2004	<b>A. Plan to minimize interruptions to instructional time:</b> The school and division plans reflect actions taken to minimize the impact of interruptions from extra curricular activities. Contacting other rural school, division for ideas might be a profitable strategy.

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