



Lejeune High School

Principal: Todd Carver, Ph.D

Assistant Principal: Michele Hoeft, Ed.D

CSI Chair: Melinda Holsopple Ed.D

CSI Team Members: Nathan Brewster, Laura Hoover, Tracy Patak

School Improvement Plan

SY 2024-2027

Three Year Plan

Math

Goal 1: The percentage of **9th graders** who are not yet approaching the Math standard will decrease from 59% to 49% by the end of SY 2026-27 as measured by the PSAT 9 assessment.

The percentage of **10th graders** who are not yet approaching the Math standard will decrease from 52% to 42% by the end of SY 2026-27 as measured by the PSAT 10 assessment.

The percentage of **11th graders** who are not yet approaching the Math standard will decrease from 68% to 58% by the end of SY 2026-27 as measured by the SAT assessment.

Goal 2: The percentage of **9th graders** who meet or exceed the Math standard in major content will increase from 31% to 41% by the end of SY 2026 – 27 as measured by the PSAT 9 assessment.

The percentage of **10th graders** who meet or exceed the Math standard in major content will increase from 28% to 38% by the end of SY 2026 – 27 as measured by the PSATAT10 assessment.

The percentage of **11th graders** who meet or exceed the Math standard in major content will increase from 33% to 43% by the end of SY 2026 – 27 as measured by the SAT assessment.

Regional Continuous Improvement Plan (RCIP 2.0) Alignment:

Cognia Accreditation Alignment: LHS will align our SMART goal of increasing the percentage of students meeting or exceeding the Math standard from 31% to 41% (9th Grade), 28% to 38% (10th Grade), and 33% to 43% (11th Grade) with Cognia Standard 6 – “Instruction is monitored and adjusted to advance and deepen individual learners’ knowledge and understanding of the (Math) curriculum.” We will provide research-based Professional Practice Support to faculty to assure the successful implementation of problem solving with mathematical scenarios, use of the “CUPS” strategy, and the AVID strategy “Marking the Text Across Math Classes”. The plan will include monthly workshops delivered by the Math ISS and faculty peers. Sessions will include autodidactic activities that will demonstrate the use of the strategies across the curriculum. Faculty will be empowered to incorporate lessons learned for their Tier One instruction lesson plans. This alignment will ensure school-wide adoption leading to mathematical improvement for Grades 9, 10, and 11.

Summary of Root-Cause Findings to Determine Goal:

After conducting a root-cause analysis, we identified that the primary issue affecting our students' Math proficiency is their ability to problem-solve. This analysis helped us to pinpoint what will be needed to best support our students to develop their critical thinking and problem-solving abilities in contextual mathematical scenarios. We believe that continuous school-wide interventions will facilitate the achievement of these goals.

Our first SMART goal focuses on reducing the percentage of students who are not yet approaching the Math standard from 59% to 49% (9th Grade), 52% to 42% (10th Grade), and 68% to 58% (11th Grade) by the end of SY 26-27. To achieve this, we have developed a continual

school-wide intervention designed to enhance critical thinking and the application of mathematical concepts in real-world contexts. All content teachers will participate in the development of critical thinking skills.

Our second SMART goal focused on increasing the percentage of students who meet or exceed the Math standard from 31% to 41% (9th Grade), 28% to 38% (10th Grade) and 33% to 43% (11th Grade) by the end of SY 26-27. To achieve this, we have developed a continual school-wide intervention designed to enhance critical thinking and the application of mathematical concepts in real-world contexts. All content teachers will participate in the development of critical thinking skills.

Data Source 1	Data Source 2	Data Source 3
<p>Source: PSAT 9</p> <p>Domain or subskill: Modeling and Reasoning</p> <p>Measure: Meet/Exceeds or Not Yet Approaching</p> <p>Score(s): 59% of students are not yet approaching</p>	<p>Source: PSAT 10</p> <p>Domain or subskill: Modeling and Reasoning</p> <p>Measure: Meet/Exceeds or Not Yet Approaching</p> <p>Score(s): 52% of students are not yet approaching</p>	<p>Source: SAT</p> <p>Domain or subskill: Modeling and Reasoning</p> <p>Measure: Meet/Exceeds or Not Yet Approaching</p> <p>Score(s): 68% of students are not yet approaching</p>

<p>Improvement Strategy Name: <i>Mathematical Problem-Solving and Contextual Application Strategy</i></p> <p>Improvement strategy Description: This strategy focuses on enhancing students' ability to solve mathematical problems within real-world contexts. Using techniques like CUPS (Circle, Underline, Paraphrase, Star) for checking accuracy and AVID's "Marking the Text: Mathematics" strategy for identifying key information, the intervention will foster critical thinking and improve problem-solving skills. The strategy supports the development of mathematical literacy, contributing to improved performance on standardized assessments and better comprehension of math in practical situations.</p>	<p>Milestones: <i>What will be accomplished towards implementation of your strategy at the end of this year?</i></p> <ul style="list-style-type: none"> • November 15, 2024 : Develop professional development agendas and schedule with Math ISS. • December, 2024 - April 2025: Provide training, collect evidence of cross curricular use of newly developed critical thinking skills and problem-solving skills. • End of 2nd Quarter: 75% of students will complete at least three problem-solving assessments, demonstrating understanding of contextual math problems.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- **End of Academic Year:** 85% of students will show measurable improvement on school-based assessments tied to real-world math problems.
- **Standardized Test Results:** Students will achieve a 5% overall increase in math scores compared to the previous year.

Action <i>How will you accomplish the strategy?</i>	Metrics <i>How will you quantify progress toward implementation of actions and their impact?</i>	Schedule <i>When will you implement the actions?</i>	Person(s) Responsible <i>Who is responsible for implementation?</i>	Status <i>(Complete, In-Progress, Not Started)</i>
Integrate AVID "Marking the Text: Mathematics" and CUPS strategies for all classrooms using contextual mathematical scenarios.	Formative Assessments: Monitor student progress weekly using short quizzes and contextual problem-solving exercises in classes.	Fall 2024: Begin professional development for teachers and introduce AVID and CUPS strategies in the classroom	All Teachers	Not Started
Conduct professional development workshops to equip teachers with techniques for facilitating contextual math problem solving.	Teacher Responses to Post PD Feedback Forms	January 2025: Conduct first milestone assessment for students' application of contextual math problem-solving.	Non-Math Content Teachers	Not Started
Implement weekly CUPS-based peer review sessions to ensure students are accurately solving and communicating their math work.	Walk-thru's, lesson plans, and weekly focused collaboration sessions	May 2025: Complete year-end assessments and review standardized test data.	Math ISS	Not Started

Use formative assessments once per quarter throughout the semester to gauge progress and adjust instructional strategies as needed.	Track formative assessments for all students. Standardized Test Data: Compare end-of-year scores with previous years to assess the overall impact of the intervention.	Analyze formative assessments and making adjustments as necessary to assure progress towards goals. May 2025: Complete year-end assessments and review standardized test data.	Math ISS Math Teachers	Not Started
-------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------	--------------------

--	--

Improvement Strategy Name (Per RCIP):	Milestones: <i>What will be accomplished towards implementation of your strategy at the end of this year?</i>
Improvement strategy Description:	

Action <i>How will you accomplish the strategy?</i>	Metrics <i>How will you quantify progress toward implementation of actions and their impact?</i>	Schedule <i>When will you implement the actions?</i>	Person(s) Responsible <i>Who is responsible for implementation?</i>	Status <i>(Complete, In-Progress, Not Started)</i>

Literacy

Goal 1 – a: The percentage of **9th-grade** students who are not yet approaching the literacy standards will decrease from 26% to 16% by the end of SY 2026 – 2027 as measured by the PSAT assessment.

Goal 2 – b: The percentage of **10th-grade** students who are not yet approaching the literacy standards will decrease from 18% to 8% by the end of SY 2026-2027 as measured by the PSAT assessment.

Goal 3 – c: The percentage of **11th-grade** students who are not yet approaching the literacy standards will decrease from 20% to 10% by the end of SY 2026 – 2027 as measured by the SAT assessment.

Goal 2 – a: The percentage of or exceeded **9th-grade** students who meet or exceed the literacy standards will increase from 65% to 75% in SY 2026 – 2027 as measured by the PSAT assessment.

Goal 2 – b: The percentage of **10th-grade** students who meet or exceed the literacy standards will increase from 71% to 81% in SY 2026 – 2027 as measured by the PSAT assessment.

Goal 2 – c: The percentage of **11th-grade** students who meet or exceed the literacy standards will increase from 60% to 70% in SY 2026 – 2027 as measured by the SAT assessment.

Regional Continuous Improvement Plan (RCIP 2.0) Alignment:

Cognia Accreditation Alignment: LHS will align our SMART goal of increasing the percentage of students meeting or exceeding the literacy standards from 65% to 75% (9th Grade), 71% to 81% (10th Grade), and 60% to 70% (11th Grade) with Cognia Standard 6 “Instruction is monitored and adjusted to advance and and deepen individual learner’s knowledge and understanding of the (Literacy) curriculum. We will provide research-based Professional Practice Support to assure the successful implementation of Write to Learn strategies incorporated in the Core Six publication and AVID Writing strategies. The plan includes monthly workshops delivered by the Literacy ISS and peer faculty. Sessions will include autodidactic activities that will demonstrate the use of the strategies across the curriculum.

Summary of Root-Cause Findings to Determine Goal:

After conducting a root-cause analysis, we identified that the primary issue affecting our students' literacy proficiency is their lack of ability to understand and apply the elements of ‘Craft and Structure’, which includes use of high-utility words in phrases in context, evaluation of the structure and purpose of texts, and ability to make connections between topically related texts.

Our first SMART goal focuses on reducing the percentage of students who are not yet approaching literacy standards from 26% to 16% (9th Grade), 18% to 8% (10th Grade), and 20% to 10% (11th Grade) by the end of SY 26-27. To achieve this goal, we have developed school-wide interventions to continue to support all students across the curriculum.

Our second SMART goal focuses on increasing the percentage of students who meet or exceed the literacy standards from 65% to 75% (9th Grade), 71% to 81% (10th Grade), and 60% to 70% (11th Grade). To achieve this goal, we have developed school-wide interventions to continue to support all students across the curriculum.

Data Source 1	Data Source 2	Data Source 3
<p>Source: PSAT Domain or subskill: Craft and Structure Measure: Meet/Exceeds or Not Yet Approaching</p> <p>Score(s): 65% Meet/Exceeds (9th grade), 71% Meet/Exceeds (10th grade),</p>	<p>Source: Focused Collaboration - <i>Write to Learn</i> Domain or subskill: Write to Learn – PEEL paragraphs Measure: Meets/Approaching/Did Not Meet Score(s): 1.93</p>	<p>Source: SAT Domain or subskill: Craft and Structure Measure: Meet/Exceeds or Not Yet Approaching</p> <p>Score(s): 60% Meet/Exceeds</p>

Improvement Strategy Name:

Write to Learn

Improvement Strategy Description:

Write to Learn, a Core Six strategy, integrates writing into daily instruction across the curriculum. This best practice develops critical thinking skills as well as enhances student ability. Curricular writing will include arguments, informational writings, and narratives to assure that students develop their writing skills.

Milestones:

What will be accomplished towards implementation of your strategy at the end of this year?

September, 2024– May, 2025: Staff will receive professional development and support on the use of Write to Learn strategies from the Literacy Instructional Specialist on monthly early-release days.

October, 2024: Staff will develop content-specific prompts for PEEL paragraph writing on a quarterly basis. Content teachers will provide Tier 1 interventions to assure that all students are proficient in PEEL writing. Progress towards goals will be discussed and tracked during weekly Focused Collaboration Groups.

October, 2024 – May, 2025 Staff will discuss their use of content-specific writing in their lesson plans during content-area weekly meetings for peer support.

April, 2025: By the end of the 3rd Quarter, writing across the curriculum will improve by 2 %.

Action <i>How will you accomplish the strategy?</i>	Metrics <i>How will you quantify progress toward implementation of actions and their impact?</i>	Schedule <i>When will you implement the actions?</i>	Person(s) Responsible <i>Who is responsible for implementation?</i>	Status <i>(Complete, In-Progress, Not Started)</i>
All professional staff will receive training and support in the implementation of Write to Learn in the Gen Ed classroom. AVID ISS will also provide professional development for staff.	Early Release meeting agendas, teacher attendance rates, and feedback	Launch November 6th (Early Release Day)	School Administrators and ISS	Started
Staff will coalesce in weekly content meetings to support each other with curricular-specific use of Write to Learn strategies.	Meeting notes will include sharing of use of writing prompts	Beginning on November 7th	Professional Staff across all content areas.	Not started
Use of DoDEA rubrics to evaluate polished writing to track student progress.	Student progression will be averaged quarterly	3 rd department meeting of each month	Professional Staff across all content areas	On-going (ELA classes)
All students will receive instruction, support and	Student scores will be discussed and tabulated on a 3-point	New prompts will be initiated following the conclusion of each Focused Collaboration Cycle. (September - May)	Professional staff across all content areas.	In Progress

interventions (as needed) in PEEL paragraph writing in their general education classroom.	scale (Meets, Approaching, and Does Not Meet) during weekly Focused Collaboration time.			
-------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	--	--	--

Improvement Strategy Name (Per RCIP):	Milestones: <i>What will be accomplished towards implementation of your strategy at the end of this year?</i>
Improvement strategy Description:	

Action <i>How will you accomplish the strategy?</i>	Metrics <i>How will you quantify progress toward implementation of actions and their impact?</i>	Schedule <i>When will you implement the actions?</i>	Person(s) Responsible <i>Who is responsible for implementation?</i>	Status <i>(Complete, In-Progress, Not Started)</i>

Communication and Engagement

Goal 1:

PARENT GOAL: The average percentage of parents who answered “Effective” to the survey question “How effective are the school’s communication methods, strategies, or techniques?” will increase from 36% to 46% by the end of SY 2026 – 2027.

Goal 2:

STAFF GOAL: The average percentage of faculty/staff who answered “Effective” on the survey question “How effective are the school’s communication methods, strategies, or techniques?” will increase from 84% to 94% by the end of SY 2026-2027.

[LHS SY 24-25 Communication Plan](#)

Regional Continuous Improvement Plan (RCIP 2.0) Alignment: TBD

Cognia Accreditation Alignment: Standard 26

Summary of Root-Cause Findings to Determine Goal:

The LHS Communication Committee coalesced to review and discuss the results of the Communication Survey that was administered to parents and staff at the conclusion of SY 23/24. An abbreviated fishbone protocol was used to identify the root causes for scores and determine steps needed to improve the perceptions of parents and faculty/staff. The CSI team reviewed the communication data collected from EOY SY 2024 and recognized that parents desired more ongoing, brief, and relevant communications from the office as well as from the faculty. Regarding faculty satisfaction, all but one faculty member were satisfied with communication from the Administrator.

Data Source 1	Data Source 2	Data Source 3
<p>Source: LHS Parent/Guardian Feedback Form</p> <p>Domain or subskill: Effectiveness of School Communication</p> <p>Measure: Feedback Form SY 23/24</p> <p>Score(s):</p> <p>Effective: 36% effective</p>	<p>Source: LHS Faculty and Staff Feedback Form</p> <p>Domain or subskill: Effectiveness of School Communication</p> <p>Measure: Feedback Form SY 23/24</p> <p>Score(s):</p> <p>Effective: 84%</p>	<p>Source:</p> <p>Domain or subskill:</p> <p>Measure:</p> <p>Score(s):</p>

Somewhat Effective: 52%	Somewhat Effective: 13%	
Not Effective: 39%	Not effective: 2%	

<p>Improvement Strategy Name: Use of available digital platforms to provide frequent and relevant communication with parents, faculty, and staff.</p> <p>Improvement strategy Description: A variety of communication tools will be implemented to assure that ALL stakeholders, including students, parents, faculty and staff, and base personnel are well informed of the happenings and “need to know” items related to Lejeune High School.</p>	<p>Milestones: <i>What will be accomplished towards implementation of your strategy at the end of this year?</i></p> <ul style="list-style-type: none"> • October 2024: Identify potential digital platforms with potential to reach and inform stakeholders to develop the LHS Communication Plan. • October 2024: Provide training in implementation of digital platforms to relevant staff • February 2025 – Collect communication feedback from stakeholders at Curriculum Night • October 2024 – June 2025: Implement communication plan with fidelity.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Action <i>How will you accomplish the strategy?</i>	Metrics <i>How will you quantify progress toward implementation of actions and their impact?</i>	Schedule <i>When will you implement the actions?</i>	Person(s) Responsible <i>Who is responsible for implementation?</i>	Status <i>(Complete, In-Progress, Not Started)</i>
Use of Everbridge for weekly “info blasts” to parents and staff	The Everbridge program provides the ability to track communication receipts by the end user. This information will be tracked.	Parents and staff will receive communication each Sunday at 5:00 pm	School Secretary	In Progress
Maintain Facebook and Instagram accounts	“Likes”, “Visits” and “Shares” are tracked	Ongoing	School News Liaison (Jessica Reagle)	In Progress

Weekly Newsletter to parents, students, and staff	Mailing Lists	The student-led DevilPup Press will create a weekly recap of happenings at LHS.	Tracy Patak (Club Sponsor) School Secretary	In Progress
LHS Website	Newsletters will be published on the school's website	"Hits" of views of the LHS webpage will be tracked	School Web Master	In Progress
Parent - Faculty Contact	Teacher Report & Attendance Records of conferences	Faculty will communicate end-of-unit/end of quarter reflections with parents as well as participate in annual Parent Teacher Conferences	Faculty	On-Going
Media Literacy for faculty	Information Specialist and Educational Technologist will develop and deliver weekly PD sessions in 8 th hour. Faculty and Staff have access to a depository of videos that address tech issues.	Attendance records and video hits	ET/Information Specialist	In-Progress

Improvement Strategy Name (Per RCIP): Improvement strategy Description:	Milestones: <i>What will be accomplished towards implementation of your strategy at the end of this year?</i>
----------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------

Action <i>How will you accomplish the strategy?</i>	Metrics <i>How will you quantify progress toward implementation of actions and their impact?</i>	Schedule <i>When will you implement the actions?</i>	Person(s) Responsible <i>Who is responsible for implementation?</i>	Status <i>(Complete, In-Progress, Not Started)</i>

Communication and Engagement		
Goal 1:		
Goal 2:		
Regional Continuous Improvement Plan (RCIP 2.0) Alignment:		
Cognia Accreditation Alignment:		
Summary of Root-Cause Findings to Determine Goal:		
Data Source 1	Data Source 2	Data Source 3
Source:	Source:	Source:
Domain or subskill:	Domain or subskill:	Domain or subskill:
Measure:	Measure:	Measure:
Score(s):	Score(s):	Score(s):

--	--	--

Improvement Strategy Name: Improvement strategy Description:	Milestones: <i>What will be accomplished towards implementation of your strategies at the end of each year?</i>
-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

Action <i>How will you accomplish the strategy?</i>	Metrics <i>How will you quantify progress toward implementation of actions and their impact?</i>	Schedule <i>When will you implement the actions?</i>	Person(s) Responsible <i>Who is responsible for implementation?</i>	Status <i>(Complete, In-Progress, Not Started)</i>

Improvement Strategy Name (Per RCIP): Improvement strategy Description:	Milestones: <i>What will be accomplished towards implementation of your strategy at the end of this year?</i>
----------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------

Action <i>How will you accomplish the strategy?</i>	Metrics <i>How will you quantify progress toward implementation of actions and their impact?</i>	Schedule <i>When will you implement the actions?</i>	Person(s) Responsible <i>Who is responsible for implementation?</i>	Status <i>(Complete, In-Progress, Not Started)</i>
