

*Lee County, VA tackled a Corrective Action Plan by working with The Centers for Quality Teaching and Learning to help teachers interpret student data to identify and focus on the areas of greatest need. The initiative helped Lee County Schools go from “Low Performing” to “High Achieving” in two years.*

## QTL and Lee County Schools **THE PROCESS**

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Virginia’s State assistance team identified several areas of academic concern that Lee County needed to address. Those areas included curriculum alignment, improving communication to the community and to parents, and improving Classroom Instructional Strategies to increase student performance.

Page | 1

Lee County learned of QTL’s services through other Virginia schools that were already working with the QTL program. Lee County began implementing the program in its schools in order to create a common vocabulary that included research-based instructional strategies and school-wide collaboration to address student needs. The program, as mandated by the state, had to be STUDENT NEEDS FOCUSED.

Teachers began using these research-based instructional strategies in schools with support from QTL staff, who modeled the strategies in real classroom situations. Teachers were shown how to examine student data, interpret student needs from that data and to create more effective lessons.

As part of their participation in the QTL Process, Lee County’s teachers and administrators created a collaborative culture throughout the district’s schools. The district incorporated research-based instructional strategies through modeled classroom instruction. Teachers were able to better engage students in learning through highly effective lesson design.

These efforts led to increased student performance and increased student attendance. QTL encouraged the district to begin using and updating technology in the classroom. Lee County soon discovered that these new ‘tools’ led to increased student engagement. Immediately, teachers began to have a greater sense of collegiality with other teachers. They began to use more varied instructional practices, as they were becoming more and more comfortable trying new instructional practices in their classrooms. They became masters at finding the right formula for specific activities.

Through collaboration, teachers became more confident and effective in their teaching and had fewer classroom management problems. Students, according to their teachers, became more engaged in their work and demonstrated better performance in their learning needs. Students were able to demonstrate a deeper understanding of key concepts and ideas and took responsibility for their own learning.

Lee County began to see positive changes across their district and student performance increased almost immediately. As a result of the QTL process, students were learning more, learning more deeply, teachers were working together and in the end, student performance was headed upward.