

Leon County Schools

Leon High School



2015-16 School Improvement Plan

Leon High School

550 E TENNESSEE ST, Tallahassee, FL 32308

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	26%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is our mission that all students graduate from Leon High School prepared to the best of their abilities to be creative problem-solvers and adaptive to change in a globally competitive society.

Provide the school's vision statement

Leon High School will be an engaging, safe and respectful learning environment that produces successful learners who value diversity and are conscientious contributors to our society. To that end, instructional and organizational priorities are structured to focus on the needs of our student population by providing a flexible, comprehensive curriculum that includes rigor, diverse cultural experiences, with a strong emphasis in fine and performing arts, athletics and extracurricular programs.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

What makes Leon notable is the diverse curriculum and a genuine camaraderie where all students of different culture, race and ethnicity fit.

Thus, Leon will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Our social studies department schedules presentations on the above topics to include cross curricula teachers and their classes. In addition, teachers are encouraged to attend district provided professional development in multicultural offerings to increase sensitivity and awareness.

Service and social clubs provide a venue for the teachers and the student population to further address topics and concerns regarding other cultures and ethnicities.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school's administration and designated staff are visible throughout the building daily to prevent disturbances, to problem solve, and to promote positive relationships with students. This ensures that students are safe and the learning environment is protected.

Administration, faculty and staff reinforce expectations for positive interpersonal interactions. We have created an infrastructure and process for reporting violations for bullying/harassment/dating violence/civil rights policies through student affairs and the guidance department.

Our guidance department offers support to our college bound students through the Eight Components of College and Career Readiness criteria per group meetings and appointments with counselors. We also have numerous college visits during lunch wherein students personally meet with college personnel and can ask questions.

The Student Government Association (SGA) hosts a plethora of activities that promote school pride and community services activities. One of the highlights is the freshman mixer immediately following

new students orientation to acclimate students to the school culture in a fun and interactive environment. There is great collaboration between SGA and new students.

Leon offers a plethora of after school extracurricular activities that is supervised by coaches and sponsors and affords students an opportunity to explore their interests both academically and athletically.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Positive Behavior Support Program (PBS) offers strategies for teachers to prevent undesirable behavior and common problems that may arise with students. We have a trained PBS coach in the guidance department as a resource. To embrace the PBS initiative, we believe that all students and stakeholders of Leon embody the Lion's PRIDE spirit: To be Prepared, Respectful, Involved, Diligent and Engaged in all aspect of their lives.

Students are encouraged to discover and strengthen their abilities to make positive choices in life through the New Horizons program with an on site prevention specialist. The curriculum infuses positive decision-making skills, coping skills, communication skills, healthy self-esteem, anger management techniques, dangers of substance abuse and personal responsibility. Having this skill set, offers a safe and supportive environment throughout the campus.

Administration, faculty and staff model and reinforce positive interpersonal interaction and utilize a process for prescriptive discipline. Reporting violations of bullying/harassment/dating violence/civil rights policies are filtered through our student affairs office which houses our administrator for discipline and our school resource deputy.

Furthermore, our Exceptional Student Education population is infused with some of our mainstream students who serve as teachers' assistants. They buddy up with special needs students in athletic competitions and home economics type projects.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Leon high School offers a comprehensive guidance department composed of 4 full-time guidance counselors, 1 graduation coach, and 1 assistant principal. The guidance department also has access to a county provided social worker as well as both state provided and private industry counseling services. Leon High School guidance counselors provide services in academic planning, post-secondary planning, grief counseling, conflict resolution, as well as other areas.

The New Horizon program is on site and its goal is to help students make constructive choices so that they may increase positive and responsible behavior both at school and in the community. We've established a cooperative agreement with other counseling agencies, such as, Oasis Center for Girls and Women, Capital City Youth Services (CCYS), and Turn About.

The school community continues to take an active part in programs at Leon with over 20,000 volunteer hours logged annually with numerous PTO, one-mentor to one-student partnership, and business partners supporting school initiatives weekly.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our goal is to maintain at least a 94% average daily attendance rate every school year. School staff will continue to focus on those students with excessive absences (10 or more absences during a school year) by collecting data at the midpoint and end of each grading period. Resources and

counseling will be provided for students that fit this criteria. Our goal is to reduce the number of out-of-school suspension and number of suspension days by 10%. School staff will continue to explore and apply alternative consequences other than out-of-school suspension when appropriate. School staff will also utilize all available counseling services in a proactive manner to reduce repeat disciplinary referrals. We've partnered with counseling agencies, such as, Oasis Center for Girls and Women, Capital City Youth Services (CCYS), New Horizons, and Turn About to address the attendance and discipline concerns at a deeper level.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	15	11	9	3	38
One or more suspensions	82	57	38	16	193
Course failure in ELA or Math	198	198	148	76	620
Level 1 on statewide assessment	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	44	51	20	9	124

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Target Team is comprised of teachers who work together for the benefit of lower performing students. Because we pair content area and English teachers, students have increased continuity in classroom expectations and high academic standards. Teachers meet to collaborate across content areas to serve academic, behavioral, social, and emotional needs of our students. The Target Team provides the foundational support our students need to continue to grow and achieve their academic, social, and behavioral goals.

Data systems (Genesis, Educator's Handbook, Pinpoint, Achieve 3000 and district and state assessments) are utilized to identify students who have attendance, behavioral or academic concerns. Once identified, students are referred to the target team who progress monitors' students in reading specifically. Teachers review (attendance academic, and discipline) data to refer students to the administrator responsible for attendance, discipline and curriculum respectively. The administrators closely monitor the target students by meeting with them individually to offer supplemental support and interventions that includes the parent support.

With the premise that the success of our 9th grade students determines the outcome of our graduation rate, we have implemented a 9th grade academy that is suited with its own administrator and guidance counselor to acclimatize students to the high school transition. Three of our counselors serve the 10th-12 grade population, and one staff member serves as a graduation coach primarily for students who are lacking graduation requirements, or potential dropouts.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

1. Leon High School has a very active Parent/Teacher Organization (PTO). The Leon High School PTO provides thousands of volunteer hours each year. These hours are logged as helping in the various administrative offices and media center; assisting at student recognition events, club events, and athletic events; and serving as a member of the Leon High School Foundation. The Leon High School PTO also coordinates with dozens of business partners that provide goods and services to Leon High School.

In addition, Leon has a committed group of mentors who offer assistance with college preparation, study habits, homework/projects, setting goals and pre-employment strategies.

Mentors meet with students one hour per week.

Leon High School Football is hosting its "100 Seasons Celebration." This initiative originated as a grant written by the parents/members of the touchdown club. It is a community event partnered with the City of Tallahassee and Leon High School commemorating the tradition and legacy of the football program. Special activities and ceremony will be held at the Amphitheater at Cascades Park in October.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

2. The Leon High School School Advisory Council (SAC) is a body of school administrators, school faculty, parents and community members that serves as an advisory board for the Leon High School community. The Leon High School SAC approves the school improvement plan each year as well as provides input on policies and procedures that affect Leon High School.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Bryan, Michael	Assistant Principal
Hembree, Sarah	Assistant Principal
Kirchharr, Rebecca	Instructional Coach
Poche, Brian	Teacher, K-12
Fisher, Betsy	Teacher, K-12
Epting, William	Principal
Hedrington, DeShone	Assistant Principal
Gill, Athena	Teacher, Career/Technical
Arthur, Judy	Teacher, K-12
Ardley, Rick	Assistant Principal
Feely, Mark	Dean
Fabrega, Stacy	Teacher, K-12
Rice, Allen	Teacher, K-12
Taylor, Janet	Teacher, K-12
Davis, Rick	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Members of the RIT Leadership Team met with administration and other staff members to help develop the SIP. The team also collaborated with the SAC to obtain input from the council. The team provided data, helped set goals and expectations, and suggested strategies that would ensure attainment of instructional goals as set forth by the school improvement plan.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school RTI Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal students achievement for all students.

The team meets once a month. Examples of activities during monthly meetings include reviewing students data (screening, progress monitoring). The review of data will facilitate identification of students who are at moderate or high risk for not achieving benchmarks/standards. Based on evaluation of data and identification of students needs, the team will identify strategies for the student and identify professional development and resources needed for teachers.

Title II funds are primarily utilized for teacher inservice and training. Administration gathers inservice needs during the summer and plans teacher travel and inservice activities based on needs assessment.

Leon High School receives a small amount of Title X Homeless funds. These funds are used to provide school supplies and student fees for students who meet the Title X qualifications.

Leon High school participates in federal subsidized free and reduced lunch programs. Qualified students apply for these funds.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Scott Brown	Teacher
Alec Kercheval	Parent
Fred Kinch	Business/Community
Cesar Kothe	Teacher
Laurel Lemley	Business/Community
Virginia Maier	Education Support Employee
Sam Norris	Education Support Employee
Stan Parsons	Business/Community
Sandy Pelham	Business/Community
Stacey Raley	Teacher
Stacey Rutledge	Parent
Cindy Ryan	Parent
Ann Shahawy	Business/Community
Angie Sipple	Parent
Josh Stewart	Teacher
Janet Taylor	Teacher
Pat Weaver	Business/Community
Hal Beardall	Parent
Derek Bell	Parent
Kate Davis	Teacher
Jason Vogt	Teacher
Mindy Londot	Parent
Lisa Carey	Parent
Angela Hodge	Education Support Employee
Joseph Ciliberto	Student
Hannah Bryson	Student
Eva Benton	Student
Mindy Fulton	Teacher
Billy Epting	Principal
Shannon Guse	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Evaluation of school improvement plan is on-going as we meet each month throughout the school year.

Development of this school improvement plan

The School Advisory Council composes and monitors the implementation of the School Improvement Plan. Teacher needs, enhancements for assessment preparation, and school improvement are provided through SAC dollars. SAC serves as a liaison to our community to address issues with surrounding neighborhoods, helping our school to be a good neighbor. Committees also address issues relating to academics, attendance, communication, health, fitness, crime, violence, and safety.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

2015-16 School Year:

\$3288.96 to fund teacher salaries & benefits for the Summer Credit Retrieval Program (targeted toward low level students who are motivated to earn credit)

\$68.60 for SAC supplies

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hembree, Sarah	Assistant Principal
Bryan, Michael	Assistant Principal
Kirchharr, Rebecca	Instructional Coach
Epting, William	Principal
Roady-Lawson, Jennifer	Teacher, K-12
Geiger, Amanda	Teacher, K-12
Read, Robbie	Teacher, K-12
Sears, Erica	Teacher, K-12
Marquez, Sarah	Teacher, K-12
Edwards, Renee	Teacher, K-12
Durham, Rod	Teacher, K-12
Davis, Kate	Teacher, K-12
Rodriguez, Eric	Teacher, K-12
Giglio, Kayce	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- Achieve 3000 implementation (English, reading, 9th grade science, 10th grade world history)
- b. Common classroom routines
- c. Leon's Elite (reading club)

- d. Curriculum Instructional Sequence
- e. Next Generation Content Area Reading Professional Development (NGCARPD) training and certification
- f. Incorporation of Common Core standards into daily instruction

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for fostering positive working relationships with teachers is participating in Learning Team Meetings. One such collaboration is the Elite 8 reading initiative where ELA teachers and content area teachers facilitate reading circles with our target students. Researched based protocols, students' academic needs, and how students might be assessed are accomplished through our Target Team cohort. Student improvement is monitored and instruction is modified as needed based on decisions made through these collaborations.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Regular meetings of new teachers with school administration - Principal

Utilize the District's Human Resource Department to provide advice on all hiring and placement procedures

Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants

Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events

Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time

Establish and maintain relationships with colleges and officials in the field of education to promote the District

Utilize the Leon LEADS evaluative tool that provides an infrastructure for continuous improvement for teachers, through collaborative planning, instruction, analyzing learning and revision.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The following teachers are participating in the teacher mentoring program during the 2015-16 school year.

Mentor, Erica Sears

Christine Beam, Culinary Arts

Marcus Gowan, Phys. Ed.

Justin Kurlander, ESE

Julia Sura, Foreign Language

Kathryn White, Social Studies

Rationale for Pairing:

The following criteria are used during the selection process to ensure matching the most appropriate and qualified mentor with each BT. This year we only have the need for one Mentor.

- Professional Services Contract.
- Clinical Educator training.
- Experience in supervising interns.
- Documented excellence in classroom teaching.*
- Demonstrated leadership skills.

- Demonstrated planning, organizational, and time management skills.
- Willingness to participate in the training.

Planned Mentoring Activities:

The school-based mentor is responsible for coordinating and encouraging the BT's completion of program requirements by providing the following services:

- Set up and maintain a documentation folder for the BT.
- Maintain a Mentor's Log to document services provided.
- Ascertain needs of the BT.
- Coordinate the activities of the School Support Team in progress monitoring and assessing the BT's mastery of the Florida Educator Accomplished Practices.
- Prepare BT for the administrator's evaluations.
- Conduct Teacher Assessment-Part A (Classroom Observations).
- Conduct Teacher Assessment—Part B (Face-to-Face Conference).
- Monitor BT's completion of the online courses and provide assistance when requested.
- Design and coordinate On-Site Training sessions for BT, based on his/her needs and program requirements.
- Be actively engaged in BT's daily learning experiences.
- Be available in person and by email to answer questions and offer guidance on issues related to academic content, classroom management, and school culture/expectations.
- Periodically check BT's progress in maintaining required documentation.
- Help BT develop a network of additional resources and support—including other beginning teachers when possible.
- Coordinate the School Support Team's verification of program completion.
- Submit required documents to the Staff Development.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Holding meetings on a regular basis to make decisions about literacy instruction in the school.
Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

Providing instruction based on student needs

Providing instruction aligned with the Language Arts Florida Standards for their grade level

Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

Administering assessments which measure instructed standards
Monitoring progress at the class and grade level during Learning Team Meetings
Conducting data chats with students
Creating units of study based on current data
Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
Students receiving push-in/pull out services for ESE/ELL
Providing LLI (Leveled Literacy Intervention) instruction
Providing Process and Strategy charts for reminders of teaching
Implementation of Research class to provide instructional strategies to reinforce skills for students at risk of graduating and/or behind in credits

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 5,760

Summer program for at-risk students in 9th grade to repeat courses that were failed. In addition, credit retrieval for 10th-11th was provided for students lacking credits.

Strategy Rationale

Core Academic Instruction

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hembree, Sarah, hembrees@leonschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data regarding student pass rate on summer EOC tests and student course completion rates is collected during the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance counselors visit English classrooms during the first and fourth grading period to review graduation requirements and discuss academic plans. During the fourth grading quarter, all homeroom teachers help students select courses for the next year. In addition, counselors are available throughout the year to provide graduation checks and college guidance. Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

The promotion of increased student participation and performance in Advanced Placement® (AP) coursework

The use of the HMH Collections® curriculum to increase rigor in English Language Arts classes in middle and high schools

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Leon’s senior English course focuses on career writing skills, including analyzing texts, independent writing activities, and technical writing. In addition, the courses incorporate community guests, professional attire days, and “real-world” reading material. Guidance counselors and college admissions counselors visit these classes on a quarterly basis to assist students in decisions regarding future education and work-related opportunities.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Based on the High School Feedback Report, teachers of college preparatory courses for juniors and seniors review and modify curriculum annually. In addition, teachers from Leon meet with postsecondary professors at TCC to align coursework and assure student preparedness.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Weekly College Ready Sessions during lunch with a guidance counselor

ACT & SAT prep infused in ELA courses

Guidance sets up brown bag lunches and semi-annual meetings to inform parents about college and career preparation

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The Target Team is comprised of teachers who work together for the benefit of lower performing students. Because we pair content area and English teachers, students have increased continuity in classroom expectations and high academic standards. Teachers meet to collaborate across content areas to serve academic, behavioral, social, and emotional needs of our students. The Target Team provides the foundational support our students need to continue to grow and achieve their academic, social, and behavioral goals.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Teachers need better access to data including more timely access to FSA results and other state assessments. With streamlined access to scores and important data, teachers will be able to more easily employ their expertise in differentiating instruction for individual students or for a class as a whole.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Our goal is to maintain within +/-10% the number of students that score on grade level and show one-year of growth on the new Biology EOC.
- G2.** As we begin a more complex state measure of math, our school goal for the FSA is to maintain within +/-10% the number of students that score on grade level and show one-year growth on the new Algebra EOC, Geometry EOC, and Algebra II EOC.
- G3.** As we begin a more complex state measure of English/language Arts, our school goal is to maintain within +/-10% the number of students that score on grade level and show one-year growth on the new FSA test.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Our goal is to maintain within +/-10% the number of students that score on grade level and show one-year of growth on the new Biology EOC. 1a

G073513

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	85.0

Resources Available to Support the Goal 2

- Argument Driven Inquiry (ADI) tasks PLC's Periodic Formative Assessments
- Scientific principles, concepts and vocabulary to justify claims and answers

Targeted Barriers to Achieving the Goal 3

- Students lack the ability to think critically to complete complex scientific tasks.
- Students do not practice nor do they know how to read, write, and think like a scientist.

Plan to Monitor Progress Toward G1. 8

Data analysis from students' assessments each 9wks

Person Responsible

Allen Rice

Schedule

Quarterly, from 8/25/2014 to 4/30/2015

Evidence of Completion

Progress monitoring using Data Director assessments in the Fall and pre-assessments prior to EOC

G2. As we begin a more complex state measure of math, our school goal for the FSA is to maintain within +/-10% the number of students that score on grade level and show one-year growth on the new Algebra EOC, Geometry EOC, and Algebra II EOC. 1a

G073514

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	72.0

Resources Available to Support the Goal 2

- Collaborative efforts by math teachers that specifically teach Algebra 1, Algebra 2 and Geometry

Targeted Barriers to Achieving the Goal 3

- Students lack adequate experience with complex tasks.

Plan to Monitor Progress Toward G2. 8

Data analysis from students' assessments each 9wks

Person Responsible

Brian Poche

Schedule

Quarterly, from 8/25/2014 to 4/30/2015

Evidence of Completion

Progress monitoring assessments in the Fall and pre-assessments prior to EOC's

G3. As we begin a more complex state measure of English/language Arts, our school goal is to maintain within +/-10% the number of students that score on grade level and show one-year growth on the new FSA test. **1a**

 G073515

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	78.0

Resources Available to Support the Goal **2**

- Achieve 3000 facilitated by Target Team

Targeted Barriers to Achieving the Goal **3**

- Students lack the ability to use cognitive strategies in reading and in writing.

Plan to Monitor Progress Toward G3. **8**

Achieve 3000 assessments

Person Responsible

Rebecca Kirchharr

Schedule

Quarterly, from 8/25/2014 to 4/30/2015

Evidence of Completion

Results from Achieve 3000 quarterly assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Our goal is to maintain within +/-10% the number of students that score on grade level and show one-year of growth on the new Biology EOC. **1**

 G073513

G1.B1 Students lack the ability to think critically to complete complex scientific tasks. **2**

 B192012

G1.B1.S1 Teachers will engage students in Argument Driven Inquiry (ADI) tasks **4**

 S203458

Strategy Rationale

It is evidence-based practice.

Action Step 1 **5**

Teachers will give periodic formative assessments to prepare students for EOC's.

Person Responsible

Allen Rice

Schedule

Monthly, from 8/25/2014 to 9/30/2014

Evidence of Completion

Previous year's exam and results from Data Director

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Science chair will conduct data chats with his team regarding progress monitoring results.

Person Responsible

Allen Rice

Schedule

Quarterly, from 12/12/2014 to 5/15/2015

Evidence of Completion

Results of Data Director and periodic formative assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Learning chats & data analysis review with administration

Person Responsible

Schedule

Semiannually, from 12/12/2014 to 5/15/2015

Evidence of Completion

Report generated from Data Director and periodic assessments as the impetus to discuss with administration.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Learning chats & data analysis review with administration

Person Responsible

Schedule

Semiannually, from 12/12/2014 to 5/15/2015

Evidence of Completion

Report generated from Data Director and periodic assessments as the impetus to discuss with administration.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Learning chats & data analysis review with administration

Person Responsible

Schedule

Semiannually, from 12/12/2014 to 5/15/2015

Evidence of Completion

Report generated from Data Director and periodic assessments as the impetus to discuss with administration.

G2. As we begin a more complex state measure of math, our school goal for the FSA is to maintain within +/-10% the number of students that score on grade level and show one-year growth on the new Algebra EOC, Geometry EOC, and Algebra II EOC. 1

 G073514

G2.B1 Students lack adequate experience with complex tasks. 2

 B192014

G2.B1.S1 Teachers will continue to engage students in complex tasks that require them to generate and test hypotheses. 4

 S203459

Strategy Rationale

Students will improve their knowledge of solving complex tasks in math.

Action Step 1 5

Teachers will provide a variety of experiences for students to solve complex problems with success.

Person Responsible

Brian Poche

Schedule

Weekly, from 9/8/2014 to 5/15/2015

Evidence of Completion

Results from routine assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Common tests in the math department to identify students who have difficulty with complex tasks

Person Responsible

Brian Poche

Schedule

Biweekly, from 9/8/2014 to 5/15/2015

Evidence of Completion

Multiple math assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Math dept will share results of math assessments with administration.

Person Responsible

Schedule

Semiannually, from 10/1/2014 to 5/15/2015

Evidence of Completion

Results from routine assessments to refer students for additional math support.

G3. As we begin a more complex state measure of English/language Arts, our school goal is to maintain within +/-10% the number of students that score on grade level and show one-year growth on the new FSA test. 1

G073515

G3.B1 Students lack the ability to use cognitive strategies in reading and in writing. 2

B192015

G3.B1.S1 Teachers will include higher order questions in lessons to be used for discussion of text meaning and interpretation. 4

S203460

Strategy Rationale

To provide adequate exposure to cognitive strategies in reading and in writing.

Action Step 1 5

Teachers will discuss Achieve 3000 and content relative to new FSA standards.

Person Responsible

Rebecca Kirchharr

Schedule

Biweekly, from 5/29/2015 to 5/29/2015

Evidence of Completion

Results of progress monitoring on Achieve 3000 and Elite 8 reading groups

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will meet twice a month for modeling, coaching and follow-up of specialized strategies.

Person Responsible

Rebecca Kirchharr

Schedule

Biweekly, from 8/25/2014 to 5/5/2015

Evidence of Completion

Results from data analysis on Achieve 3000

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Routine reports on Achieve 3000

Person Responsible

Rebecca Kirchharr

Schedule

Quarterly, from 12/10/2014 to 5/5/2015

Evidence of Completion

End of the semester assessments on Achieve 3000

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will give periodic formative assessments to prepare students for EOC's.	Rice, Allen	8/25/2014	Previous year's exam and results from Data Director	9/30/2014 monthly
G2.B1.S1.A1	Teachers will provide a variety of experiences for students to solve complex problems with success.	Poche, Brian	9/8/2014	Results from routine assessments	5/15/2015 weekly
G3.B1.S1.A1	Teachers will discuss Achieve 3000 and content relative to new FSA standards.	Kirchharr, Rebecca	5/29/2015	Results of progress monitoring on Achieve 3000 and Elite 8 reading groups	5/29/2015 biweekly
G1.MA1	Data analysis from students' assessments each 9wks	Rice, Allen	8/25/2014	Progress monitoring using Data Director assessments in the Fall and pre-assessments prior to EOC	4/30/2015 quarterly
G1.B1.S1.MA1	Learning chats & data analysis review with administration		12/12/2014	Report generated from Data Director and periodic assessments as the impetus to discuss with administration.	5/15/2015 semiannually
G1.B1.S1.MA1	Learning chats & data analysis review with administration		12/12/2014	Report generated from Data Director and periodic assessments as the impetus to discuss with administration.	5/15/2015 semiannually
G1.B1.S1.MA1	Learning chats & data analysis review with administration		12/12/2014	Report generated from Data Director and periodic assessments as the impetus to discuss with administration.	5/15/2015 semiannually
G1.B1.S1.MA1	Science chair will conduct data chats with his team regarding progress monitoring results.	Rice, Allen	12/12/2014	Results of Data Director and periodic formative assessments	5/15/2015 quarterly
G2.MA1	Data analysis from students' assessments each 9wks	Poche, Brian	8/25/2014	Progress monitoring assessments in the Fall and pre-assessments prior to EOC's	4/30/2015 quarterly
G2.B1.S1.MA1	Math dept will share results of math assessments with administration.		10/1/2014	Results from routine assessments to refer students for additional math support.	5/15/2015 semiannually
G2.B1.S1.MA1	Common tests in the math department to identify students who have difficulty with complex tasks	Poche, Brian	9/8/2014	Multiple math assessments	5/15/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Achieve 3000 assessments	Kirchharr, Rebecca	8/25/2014	Results from Achieve 3000 quarterly assessments	4/30/2015 quarterly
G3.B1.S1.MA1	Routine reports on Achieve 3000	Kirchharr, Rebecca	12/10/2014	End of the semester assessments on Achieve 3000	5/5/2015 quarterly
G3.B1.S1.MA1	Teachers will meet twice a month for modeling, coaching and follow-up of specialized strategies.	Kirchharr, Rebecca	8/25/2014	Results from data analysis on Achieve 3000	5/5/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Our goal is to maintain within +/-10% the number of students that score on grade level and show one-year of growth on the new Biology EOC.

G1.B1 Students lack the ability to think critically to complete complex scientific tasks.

G1.B1.S1 Teachers will engage students in Argument Driven Inquiry (ADI) tasks

PD Opportunity 1

Teachers will give periodic formative assessments to prepare students for EOC's.

Facilitator

Participants

Schedule

Monthly, from 8/25/2014 to 9/30/2014

G3. As we begin a more complex state measure of English/language Arts, our school goal is to maintain within +/-10% the number of students that score on grade level and show one-year growth on the new FSA test.

G3.B1 Students lack the ability to use cognitive strategies in reading and in writing.

G3.B1.S1 Teachers will include higher order questions in lessons to be used for discussion of text meaning and interpretation.

PD Opportunity 1

Teachers will discuss Achieve 3000 and content relative to new FSA standards.

Facilitator

Judy Gould, Achieve 3000 Trainer (Fall Inservice in September)

Participants

Target Team

Schedule

Biweekly, from 5/29/2015 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will give periodic formative assessments to prepare students for EOC's.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$1,000.00
<i>Notes: Academic resources to support progress monitoring in Science</i>						
2	G2.B1.S1.A1	Teachers will provide a variety of experiences for students to solve complex problems with success.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$1,000.00
<i>Notes: Academic resources to supplement progress monitoring in Math</i>						
3	G3.B1.S1.A1	Teachers will discuss Achieve 3000 and content relative to new FSA standards.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$1,000.00
<i>Notes: Academic resources to support progress monitoring and professional development in Achieve and other resources relative to Collections textbook.</i>						
					Total:	\$3,000.00