

Lake County Schools

Leesburg High School



2016-17 Schoolwide Improvement Plan

Leesburg High School

1401 YELLOW JACKET WAY, Leesburg, FL 34748

<https://lhs.lake.k12.fl.us/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2015-16 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">71%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">52%</p>

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	C

**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 was approved by the Lake County School Board on 11/30/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Leesburg High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Comprehensive Support & Improvement - Grad Only

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Leesburg High School is working together to find success in all students.

b. Provide the school's vision statement.

Leesburg High School is a student centered school focused on high expectations and achievement.

2. School Environment

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

Our mission at Leesburg High School (LHS) is working together to find success in all students. Our school has reached out to numerous educational and community groups to gain a better understanding of students' backgrounds, students' educational experiences, and parental involvement. We communicate regularly with our feeder pattern schools to be better prepared to meet students' educational and social needs. Leesburg High is an active member of the local Chamber of Commerce, which facilitates awareness of school's educational initiatives to the municipal government and businesses on a frequent basis via its monthly education committee meeting. Participation in these monthly meetings helps to increase community involvement in school initiatives that impact students. This partnership increases efforts to We have consistently provided monthly events during evening hours to promote educational opportunities within the community. In addition, the LHS administration team realizes the importance of hiring a staff that understands the challenges that diversity can present. These faculty and staff attitudes are key to fostering a spirit of trust with the community and among our student body. Faculty members are encouraged to participate in sponsoring clubs and participating in athletic teams that are popping ular with students and cultivates their interests. Leesburg High was selected as one of the district's personalized learning planning schools for the 16-17 school year. The school's pilot team teachers utilizes student learning inventories as a means of gathering information on how each student best learns and uses this information to develop learning opportunities that while aligned to standards, are also geared to the way students have indicated their preferred learning style. Teachers are also encouraged to maximize use of student profile features that are components of their EA+Gradebook to gather academic and personal information on each student that enables teachers to better connect with their students and parents to progress monitor and share students' academic progress.

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

We, at Leesburg High School, realize a supportive educational environment is the foundation of student achievement. This mindset is a focus when hiring a staff that values students and takes responsibility for promoting student achievement. Our administration, school leadership team, and staff provide on-going supervision to convey a sense of security. Security and supervision plans are created, implemented, and revised to promote a safe, orderly campus at all times, especially during peak times of student campus movement and transition including before and after school as well as during the lunch hour. These plans are not only monitored by administrative and teacher leadership staff for improvements, but also shared with the district's Safe Schools Department leadership for feedback and suggestions for further enhancements. Student relationships are enhanced by a staff mindset that promotes a 'we are here for you' mentality. We have a high level of interaction with the

students in order to listen to their needs. Students are highly involved in special organization and events such as Student Government, National Honor Society, Homecoming and Prom. The school provides students with extracurricular opportunities such as tutoring, athletics, and band that enables students to receive academic and extracurricular support to address the academic needs and personal interests and aspirations. Finally, as a staff, we are committed to modeling character traits such as honesty, respectfulness, and integrity. Our commitment to working with the student body in order to enhance the overall learning environment has resulted in established routines for an orderly environment.

c. 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.

Our school wide Response to Intervention/Positive Behavior Support (RtI/PBS) system maintains a focus on student behaviors.

Students learn about behavioral expectations in several ways. We conduct four grade specific assemblies throughout the year to promote the expectations and review behavioral data. At the initial assembly, students are reminded of the importance of consistent attendance, good grades, and proper behavior. Behavioral expectations are also shared in classrooms and school-wide through the SOP's-Standard Operating Procedures. These school-wide SOP's address dress code, cell phone use, tardiness, and hallway traffic which are areas that have been identified as impacting culture and overall instructional focus. A campus monitor is a full-time staff member that is charged with monitoring hallway traffic and student tardiness in an effort to reduce the amount of student traffic during class times and increase seat and instructional time for students.

Our staff adheres to a school-wide Behavior Tracking System to ensure consistency in the application of student discipline, documentation of parental contact, and involvement in disciplinary concerns. Discipline is carried out through progressive discipline matrix that aligns with the district's Code of Conduct. The instructional dean utilizes this matrix, in addition to consulting with the administrative team, to administer consequences with fairness and balance.

Student behavioral data is tracked and presented regularly to the administrative team by the faculty member designated to retrieve and monitor RtI/PBS data. School Resource Officers (SROs) also report regularly on campus infractions, arrests, and disruptions. The SROs are highly visible on campus and are very involved in campus supervision.

Through Title I, we are able to have a MTSS Coach and an additional Guidance Counselor to support our behavioral objectives targeting the most vulnerable areas of our student population such as ninth grade students and those identified as needing additional support via early warning systems data.

d. 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.

Our school ensures the social-emotional needs of all students are met in several ways. Students may be referred to our Family-School Liaison. They may also be assigned to the district Social Worker for assistance. Students who are economically disadvantaged and have an identified need for counseling may be referred to a local mental health provider. Counseling services are provided to eligible students at a reduced cost, or no cost, based upon the family's financial situation. Teen parents are provided assistance and resources through our Teen-Parent Liaison. There are select members of the faculty and staff that are trained as Mental Health First Responders who serve the school as the first step in assisting students that are potentially struggling with social-emotional needs. The MTSS Coach works closely with Guidance Counselors through the MTSS framework to track and provide

follow-up on identified students. In addition, a designated PBS facilitator is also instrumental in working with administration to implement and maintain Positive Behavior Supports incentive among the student population; more importantly with ninth grade students who have shown the greatest need. The school has expanded its efforts to establish mentoring partnerships throughout the community to provide extracurricular and scholarship opportunities to students. These mentorships are target students that have the potential to succeed in various areas but lack adequate support structure. Leesburg High has also implemented the HOPE(Helping Our Pupils Excel) Academy as an intervention strategy to assist students in maintaining their worked and grades in an extended day format without missing time from school and/or in lieu of a school suspension. Students, especially Seniors identified as at risk of not graduating, are selected as candidates to provide them with an alternative to skipping or dropping out of school altogether.

3. Early Warning Systems

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

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

LHS monitors early warning indicators through DecisionEd. LHS faculty member designated and trained to pull EWS data. Reports are accessed and pulled at least weekly for each of the indicators listed below:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Percentage of Ds and Fs in English/Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

This information is shared at weekly to the administrative team.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	97	83	114	11	305
One or more suspensions	0	0	0	0	0	0	0	0	0	78	44	36	6	164
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	47	35	25	5	112
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	320	175	0	0	495
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	45	62	42	25	174

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

The Acceleration Resource Teacher meets with struggling to students to provide individualized instruction targeted to their area(s) of need. LHS implements a Multi-Tiered System of Support including RtI and PBS for students who need additional academic and/or behavioral support in the classroom. Mentoring is another program being used. This program offers individual and/or group mentoring to help students overcome challenges and find success. Students are identified based upon 1) a retention during high school, and 2) exhibiting one or more early warning indicators. These students meet with a teacher and/or volunteer mentor consistently and progress is monitored through data collection and reporting. Ms. Tessa Clark coordinates and assigns teachers who comprise our Title I tutoring program which is held after school four days a week. During this time, students can receive extended assistance with all Academic core content classes. Students, especially Seniors identified as at risk of not graduating, are selected as candidates for the HOPE(Helping Our Pupils Excel) Academy.as an intervention strategy to assist students in maintaining their worked and grades in an extended day format without missing time from school or making the choice to drop out of school completely.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306566>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

Community involvement is integral to the success of LHS. As such, many community activities are facilitated by, or attended by, representatives of LHS.

-The administrative team sponsors two outreach events each semester during the academic school year to promote parental involvement, health and wellness, and local businesses. One event is a Title I Open House Night to promote the school's Title I plan and explain the level of outreach for the academic school year.

-Another event is the Career Readiness and job fair the school promotes along with the Chamber of Commerce for the Senior class.

-As members of the local Chamber of Commerce, LHS maintains community relationships that can improve student achievement. Leesburg High participates in the monthly education meeting.

-Local business owners are members of the School Advisory Council, which meets monthly and continues to support student achievement .

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Neal, Dennis	Principal
Demps, Tammy	Assistant Principal
Byfield, Porshialee	Assistant Principal
Truitt, Clarence	Assistant Principal
Bailey, Mary	Instructional Coach
Clark, Tessa	Instructional Coach
Clark, Karla	Assistant Principal
Hey, Galen	Instructional Coach
Perkins, Kimberly	Instructional Coach

b. Duties

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

Each member of the leadership team brings an array of strengths that help to support the mission of LHS. Administrators each have areas for which they are the primary contact person and/or for which they have primary responsibility. However, the other administrators are kept abreast of pertinent information in each area. Instructional coaches are primarily responsible for developing the instructional capacity of teachers.

All members of the leadership team serve as instructional leaders through their constant focus on the vision and mission of LHS. Administrators and coaches each have a designated content area or areas for which they are responsible. This designation ensures that all areas receive support. At common planning, there is extensive collaboration between members when appropriate. For example, PLC's are a current focus school-wide. As such, members must share information and strategies so that the faculty perceives a unified effort in this direction.

The leadership team practices shared decision making in a variety of ways based upon the task at hand. Typically, a small group will develop possible courses of action and present this information to the entire team for input and discussion. At other times, an opportunity for growth will become apparent during a meeting. Some brainstorming may occur in the meeting, with designated members investigating the situation and solutions. These members would then report back to the full team at the next meeting. Stakeholders are invited to participate in decision making based upon their interests and expertise. For example, the SAC is a fully vested participant in the SIP development process.

The Leadership Team has a large role in the development and implementation of the SIP. The Leadership Team is aware of the needs of the school, as well as the problem solving process, and works together with other school stakeholders to create the SIP. The problem solving process of anticipating barriers, strategies, people responsible, process used to determine effectiveness, and evaluation, which is built into the SIP model, is used to carry out school initiatives and discuss these issues at team meetings. The Leadership Team meets weekly to discuss progress monitor identified

school-wide goals. Instructional coaches report out and share data that enables the team as a whole to participate in the decision making process to address any adjustments to strategies impacting the implementation process of stated goals.

2. 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 Leadership Team meets on a weekly basis to provide a review of all systems in place at LHS. This weekly meeting also serves as a time to assess available resources to provide support across content areas to meet the rigor of the standards. Instructional coaches review each content area's alignment to the standards as outlined in the district's curriculum blueprints and focus calendars.

School leadership meets regularly with the district's Title I Program Specialist to carry out the Title I Plan with fidelity. Based on FSA/EOC and formative assessment data, tutoring needs are determined and tutoring is implemented to provide students with additional support in state assessed tested areas.

The leadership team has analyzed data collected from the following sources for a needs analysis: EOC Scores (Algebra, 10th Grade ELA FSA), Attendance- (Decisions Ed), and Student Discipline Referrals- (Decisions Ed). As a result of this needs analysis, the following objectives were developed.

-Attendance Objectives: 1) 95% of students will attend school each day. 2) We will reduce the number of unexcused tardies to less than 986 for the school year 2016-2017.

-EOC Objectives: 1) At least 22% of LHS students will score at or above Level 3 on the Algebra EOC. 2) 50% of LHS students will score at or above Level 3 on the Geometry EOC. 3) At least 35% of LHS students taking the Algebra 2 EOC will score at or above a Level 3. 4) 60% of LHS students will score at or above Level 3 on the Biology EOC. 5) 65% of LHS students will score at or above Level 3 on the History EOC.

-Reading Objectives: At least 42% of LHS students will score at or above Level 3 on the 10th Grade FL ELA FSA once the Achievement Levels set by the state.

-Graduation Objective: 87% of LHS seniors will graduate

-Instructional Objectives: 1) All teachers will incorporate use of lexiled, complex text as part of a school-wide focus on literacy in an effort to build students' reading and comprehension skills. 2) All teachers will use informational text and incorporate writing opportunities for students within their instruction across the content area as evidenced by each content area's writing plans that are submitted prior to the end of the first quarter.

To close the achievement gap and increase scores on EOC assessments and FSA, instructional strategies must be in place to increase the levels of rigor and relevance in our classrooms.

-Continue the use of the Reading, Mathematics, and Science coaches

-Continue the implementation of the common planning period

-Common planning minutes will be recorded for each meeting

-Continue the use of the Common Board Configuration

-Continue the use of the Test Item Specifications to guide instruction

-Incorporate the use of text dependent questions in core classes

-Provide training during pre-planning and through common planning meetings

-Implement monthly, dedicated time for Professional Learning Communities to meet with an emphasis

on writing with supporting evidence, performance tasks, and analyzing student work.

-PLC detailed log will be recorded for each monthly PLC

To close the achievement gap and increase scores on EOC assessments and FL Air Assessments, training must be offered to increase the levels of rigor and relevance in our classrooms through student engagement.

-Continue the implementation of Kagan strategies and cooperative structures (Additional training will be required for new teachers)

-Continue the implementation of Thinking Maps into daily instruction (Additional training will be required for new teachers)

-Pre-service training for new teachers by Academic coaches, Administration, and Media Specialist

-Continue the implementation of AVID strategies

School-wide Reform Strategies

-The following are all the initiatives that Leesburg High School has undertaken to improve student achievement: 1) common planning meetings, 2) 6x7 schedule, 3) differentiated instruction, 4) school-wide writing plan, 5) Thinking Maps training, 6) RTI/PBS process, 7) DBQs, 8) after-school tutoring program, 9) Family School Liaison, 10) Literacy coach, 11) Math coach, 12) Science coach, 13) Title I teachers and assistants, 14) performance task assessments, 15) Kagan training, 16) CTE programs, 17) PLC, and 18) AVID Site Team visits.

-High quality, ongoing professional development concerning literacy strategies, Thinking Maps, AVID, Kagan/Cooperative Structures, new teacher induction, and PLC.

-Strategies to attract high-quality highly qualified teachers include ongoing professional development, team planning with PLUS support, 6x7 schedule with common planning period built in, new teacher mentoring program, and recruiting through college and career placement programs.

-Strategies to increase parental involvement include new student orientation, quarterly newsletters, attendance phone calls, family awareness nights, educational awareness events, SAC meetings, parent resource center, marquee announcements, call-outs, and the school compact.

-Plans to assist 8th grade students in transition from middle school include guidance counselor visits, freshman orientation, and the 8th grade showcase. Efforts are made to invite 8th grade families to parent involvement events.

Students who experience difficulty mastering benchmarks or proficient/advanced levels of academic achievement on state standards shall be provided the following:

-After-school tutoring

-Differentiated instruction

-A Title I Potential Specialist works to assist supporting at-risk students as identified by EWS data and attendance, academic, and discipline data.

-2 Title I teachers to reduce the number of students in Social Studies classes

-A Title I teacher to reduce the number of students in Biology (EOC class)

-A Title I teacher to support students in ELA for College and Career Readiness

-A Title I Teacher's Assistant or Paraprofessional to provide support in Intensive Reading and Intensive Math classes

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title II: Provides funds and resources for the core academic areas and programs. It also provides funds, training, and resources for the Advanced Placement courses available to students at Leesburg High.

Title III: Program Specialists provides training, resources, and support to students tested and classified as ELL.

Title III is also responsible for providing the necessary support staff that can assist the Intensive Reading and Intensive Language Arts teachers in providing instruction to ELL students.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dennis Neal	Principal
Danny Morris	Teacher
Rosanne Brandeburg	Education Support Employee
Bill Galbreath	Business/Community
Denise Burry	Parent
Chris Northcott	Parent
Janet Bolivar	Business/Community
John Christian	Parent
Julia Grimes	Parent
Michelle Lewis	Parent
Kristin Hunter	Student
Charlene Kee	Education Support Employee
Clarence Truitt	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC is involved with the SIP on an ongoing basis with the fidelity of the implementation of the SIP discussed at the monthly meetings. School data and benchmark assessments are reviewed throughout the school year during the monthly SAC meetings. A review of the 15-16 Title I plan was completed in the Spring of 2016.

b. Development of this school improvement plan

The LHS SAC had its first meeting of the school year on August 25, 2016 to begin the process of providing assistance to the SIP. The SAC meets monthly, or as needed, to assist in planning and implementation of the SIP. The Title I plan is part of the SIP, and it was developed back in Spring 2016. SAC helps develops, provides input, and approves the SIP, PIP, Compact and the budgets.

c. Preparation of the school's annual budget and plan

The discretionary budget is greatly assisted by Title I funds which supplement academic and instructional dollars. The SAC discusses and approves the Title I Plan and budget.

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

As of now, we have no indication of SAC funds for the 2016-17 school year. In the past funds have been used to support academic achievement and communication. (Examples: postage, National Honor Society recognition, culinary arts supplies, website, digital newspaper, and non-fiction reading textbooks.)

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

Yes

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

In regards to our school's demographics, we are searching for additional parents and business partners to become members of the SAC.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bailey, Mary	Instructional Coach
Clark, Tessa	Instructional Coach
Demps, Tammy	Assistant Principal
Neal, Dennis	Principal
Coe, Beverly	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The school LLT:

- Develops school-wide writing guidelines
- Encourages participation in the Superintendent's Reading Challenge and Florida Teen Reads
- Engages students across the curriculum in reading and writing about non-fiction texts (books, articles, etc.)
- Provides various reading strategies and professional development/coaching on how to implement these strategies in content area classes, including the recursive standards for reading, speaking/listening, and writing.
- Conducts parent/community night activities related to literacy
Celebrate Literacy Week

D. Public and Collaborative Teaching

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

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

The master schedule is developed to provide teachers with adequate time to collaborate and plan lessons through common planning time once a week. The PLUS team allows for additional collaborative planning time in FSA/EOC core subject areas. Teachers are also provided with time monthly to meet as a department, or "hive", to review key items such as instructional practice reminders and professional development opportunities. New teacher support is provided to teachers new to the campus with the assignment of a teacher who has been a Leesburg High faculty member for at least a year. Teacher recognition for those that go above and beyond with their commitment to the mission and vision of LHS is provided on a monthly basis.

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

Retention

1. New teacher mentors
2. Monthly new teacher meetings
3. Teacher induction program
4. Regular ongoing communication with district instructional coaches

Recruiting

1. Attendance at Florida Teach-in

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

1. Teacher Quality Retention program
2. District instructional coaches
3. District professional development designed to assist new teachers
4. Teacher induction program

Beginning teachers with less than one full year of experience are partnered with a veteran teacher or Instructional Coach for mentoring. Partnering of mentor and mentee is based on those who share a similar subject area. Mentors help beginning teachers adjust to the teaching profession. In addition, mentors monitor and assist beginning teachers with completing documents required for certification with the guidance of the Assistant Principal. Any new teacher to Leesburg High School is partnered with a buddy (veteran teacher) who provides support in acclimating to the Leesburg High School Culture. Mentors will meet a minimum of 5 times per year, once during preplanning, and once every 9 weeks. In addition, new teachers are provided instructional strategies through subject area common planning

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

District-Based Development

Instructional coaches and teachers regularly participate in the district's Professional Learning opportunities designed to train participants in instructional best practices and deepen contextual understanding of the new Florida Standards. The district also offers various leadership professional development series to present key topics and best practices, aligned to the Florida standards, to the school team. The school team consists of the administrator, instructional coaches, and teacher leaders. The Florida Standards Teacher, Literacy Coach, Acceleration Resource Teacher, and teacher leaders attend Content Area Professional Development sessions sponsored by Academic Services that are designed to ensure teachers have the adequate skills and resources to deliver instruction aligned to the standards across content area.

School-Based Development

Math and ELA teachers regularly participate in common planning to ensure lesson alignment to the Florida Standards. The school receives additional assistance from the Florida Standards Teacher who provides training and clarification for departmental teams in implementing the standards with fidelity and maximizing student learning. Coaches also provide modeling for beginning teachers or those who are identified as needing additional support.

b. Instructional Strategies

1. 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.

The school utilizes performance task data to identify and address the differentiation needs of students in the areas of Reading and Math. In Math, unit assessments are also used to identify and address differentiation needs. In Reading, instruction is modified through teacher directed small group instruction. Differentiation is further supplemented via the use of Achieve 3000 to assist Level One Reading students as they work toward reading on grade level. Students failing to achieve a Level Three on FSA ELA and/or Algebra I EOC are provided Intensive Language Arts and Math courses. These courses focus on instruction to remediate and reinforce mastery of assessed standards.

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides

services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

2. 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: After School Program

Minutes added to school year: 11,760

Title 1 District After School Tutoring
-core academics
-Edgenuity
-Sylvan Algebra 1 EOC assistance
-ACT reading readiness
-Rosetta Stone
-HOPE Academy

Strategy Rationale

Providing Title I tutoring enables the school to provide reinforcement to struggling students' core academic instruction. Tutoring teachers are provided key information regarding students current performance levels. During this designated time for additional assistance, students are provided additional practice needed in skills that will enable them to successfully pass state assessments or received the ACT concordance score.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Truitt, Clarence, truittc@lake.k12.fl.us

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

-ACT practice scores
-PSAT scores
-SAT scores
-Lake Performance Assessment baseline
-FAIR
-EOC
-PERT
-Eduphoria data reports
Florida Standards Assessments

Data is analyzed as results are available. Weekly leadership meetings are used to disburse and study disaggregated data from Lake Performance Assessments and other standardized testing.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

A variety of strategies are used to support transitioning students, depending upon each student's individual needs.

-LHS administrators and guidance counselors work collectively to visit feeder pattern middle schools to offer orientations for eighth grade students. Articulation meetings are also conducted among counselors, parents, and students as students transition to the high school.

-The LHS AVID site team works in conjunction with middle school AVID coordinators to identify eighth graders who would make strong candidates for the high school AVID program. This past year, the AVID site team interviewed approximately 30 students at each middle school to select ninth grade participants in the AVID program.

-LHS hosts a Freshman Orientation the week prior to the start of school to acclimate incoming ninth graders to the school's academic and extracurricular programs, culture, and expectations.

-The LHS administrative team conducts quarterly class assemblies to outline progress toward academic and discipline goals. Guidance counselors also take an active role in these class assemblies to provide information and reminders regarding necessary credits and courses needed for graduation.

-The Guidance Department works in conjunction with colleges and universities to schedule admission counselor visits to the school and opportunities for students to visit college campuses. LHS establishes a close working relationship with the local college with its Dual Enrollment programs and scholarships through Take Stock in Education program.

b. College and Career Readiness

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

-The LHS guidance department reviews student schedules to ensure students' schedules are aligned to a career and/or college track. Counselors provide ongoing support to students to address their college and career needs.

-The AVID program has grown considerably over the past four years. Mr. Herold has assisted and guided AVID students to the benefits gained by college admittance. AVID is now active in all four grade levels.

-LHS hosts a community-wide College and Career Night during October. This event is attended by approximately 300 people annually.

-Business partnerships are established with CTE to promote career awareness through its establishment of student internships and CAP academy meetings. The CAP Academy provides CTE teachers the opportunity to receive information on the latest industry trends and requirements from community business leaders. In addition, CTE reciprocates with information for community leaders on industrial and academic skills that are the focus of their respective programs to ensure students who receive industry certification are prepared to enter the work force.

-Leesburg High participates in the College Board's Florida Partnership program which trains teachers, counselors, and administrators to develop a culture of College Readiness in the school. The Florida Partnership also provides free PSAT and SAT testing for 9th – 11th graders to determine the students' college readiness so steps can be taken to better prepare them for college.

-Leesburg High offers Advanced Placement courses to provide an avenue for our students to participate in college-level courses while they are still in high school where they have a support

system in place as well as giving them the opportunity to earn college credit based on AP exam scores.

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

Leesburg High School offers dynamic career and technology classes in order to promote relevance to today's world.

The following programs that lead to industry certifications are offered at LHS as part of its career and technical education program:

Agribusiness
CMAA and CNA (Health Sciences)
Construction
Electric Lineman
Search Soft (Culinary Arts)
Digital Design
Engineering

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

The LHS CTE Department works to support core academic programs through integrating reading, writing, and math skills. Five teachers have participated in ESOL professional development that provides strategies in delivering content information to students. Also, three teachers are CAR-PD trained, enabling them to provide Reading instruction to FCAT Reading Level Two students. As part of the department's writing plan, CTE students are encouraged to write in paragraph form with complete sentences to provide explanations. Students also complete mathematical problems that correlate with real-world situations in agriculture, construction, and engineering classes. Agricultural classes work closely with the Biology instructional focus calendar to incorporate labs and work projects that correlate with NGSSS assessed benchmarks.

4. 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.

The promotion of ACT preparatory classes structured and utilizing the Sylvan curriculum and AP classes serves to increase the post secondary readiness level. ACT preparatory classes contributed greatly to the increased number of students achieving a reading concordance score. This score allows students to meet graduation requirements. AP course offerings have expanded, along with opportunities to take the PSAT and SAT, thanks in part to the ongoing partnership with the College Board. College Board officials provide on-site professional development for administration and faculty members. Instructional visits are also conducted to assess the rigor of AP courses offered and to provide recommendations for sustainability. The school has been successful in maintaining a relationship with the local college to promote postsecondary education. Our AVID program has also been a driving force in improving student readiness for post-secondary instruction.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Data has indicated that Math and Reading proficiency continue show an indication of low achievement despite the year-by-year improvement. Learning and proficiency gains are not occurring at a pace fast enough to show stable growth.

B. 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.

Due to the continuing rate of teacher turnover, there is a need to develop goals that focus on opportunity for teachers to plan as well as a focus on developing instructional practices to assist young teachers. Also, there is a continued need for school-wide focus on literacy across the content area to increase overall writing and reading proficiency.

C. Strategic Goals

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** By utilizing EWS data, Leesburg High School will target at-risk students to increase engaged behaviors in order to maintain a safe and supportive school environment for all students.

- G2.** With high expectations, Leesburg High School will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students.

Strategic Goals Detail

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

G1. By utilizing EWS data, Leesburg High School will target at-risk students to increase engaged behaviors in order to maintain a safe and supportive school environment for all students. 1a

G086863

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
Algebra I EOC Pass Rate	22.0
Attendance rate	95.0
4-Year Grad Rate (Standard Diploma)	87.0
One or More Suspensions	10.0

Targeted Barriers to Achieving the Goal 3

- High absenteeism resulting in the loss of academic engagement time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaboration with the Safe Schools Department, LHS administrative team, LEAPS curriculum, instructional dean, and administration.

Plan to Monitor Progress Toward G1. 8

Alternative suspension evaluation data, and communication logs will be collected and evaluated to determine program's effectiveness.

Person Responsible

Porshiale Byfield

Schedule

Monthly, from 10/31/2016 to 5/10/2017

Evidence of Completion

Completed Alternative suspension evaluation tool, communication logs, Decision Ed, Skyward reports

Plan to Monitor Progress Toward G1. 8

Discipline and academic data will be collected to track program participants' progress.

Person Responsible

Porshiale Byfield

Schedule

Monthly, from 10/31/2016 to 5/24/2017

Evidence of Completion

progress reports, Skyward Data-GPA, student failure, infraction report, Decision Ed-OSS, students failing more than one course, GPA,

G2. With high expectations, Leesburg High School will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students. **1a**

G086864

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	42.0
FSA Mathematics Achievement	22.0
Attendance rate	95.0

Targeted Barriers to Achieving the Goal **3**

- Lack of a system for a facilitated common planning with a standards-based emphasis.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Instructional coaches, Administrative team, common plan agenda and minutes, dedicated time for common planning, PLUS planning, Leadership Coach meeting, Classroom Walkthrough data collection tool, Teaching and Learning Improvement Guide, Curriculum Blueprints, District Scope and Sequence, District Professional Development, District Curriculum Program Specialists and district Instructional Coach

Plan to Monitor Progress Toward G2. **8**

An Site-based instructional review and assessment of CWT date will be conducted to evaluate common planning effectiveness on standards-based lesson delivery and students' understanding and demonstration of standards.

Person Responsible

Dennis Neal

Schedule

Semiannually, from 9/19/2017 to 9/19/2017

Evidence of Completion

CWT data, common plan agenda, student product samples, PLC binders, data chat logs

Plan to Monitor Progress Toward G2. **8**

Classroom walkthrough data will be collected to determine the effectiveness of targeted feedback and training.

Person Responsible

Porshialee Byfield

Schedule

Weekly, from 8/8/2016 to 5/24/2017

Evidence of Completion

CWT data, common plan agenda, student product samples, Eduphoria baseline and mini assessment data, program data reports (Achieve 3000, USA Test Prep, ACT practice data, etc.), EWS reports

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. By utilizing EWS data, Leesburg High School will target at-risk students to increase engaged behaviors in order to maintain a safe and supportive school environment for all students. 1

G086863

G1.B1 High absenteeism resulting in the loss of academic engagement time. 2

B230916

G1.B1.S1 We will develop the HOPE Academy to reduce out of school suspensions and increase graduation rate. 4

S243650

Strategy Rationale

If we create HOPE Academy, there will be an increase in student engagement and graduation rate.

Action Step 1 5

Establish collaboration with Safe Schools Department

Person Responsible

Porshiale Byfield

Schedule

Weekly, from 6/10/2016 to 9/30/2016

Evidence of Completion

Initial proposal plan, email correspondence, Initial proposal plan, email correspondence, planning meeting notes, presentation meeting agendas

Action Step 2 5

Develop alternative plan proposal

Person Responsible

Porshiale Byfield

Schedule

On 6/13/2016

Evidence of Completion

Proposal plan, executive meeting agenda, academy brochure, meeting agenda notes

Action Step 3 5

Present proposal to Chief of Administration for additional guidance and initial approval

Person Responsible

Porshialee Byfield

Schedule

On 9/30/2016

Evidence of Completion

Proposal Plan Approval, Executive Committee, Agenda

Action Step 4 5

Develop program evaluation

Person Responsible

Porshialee Byfield

Schedule

On 9/30/2016

Evidence of Completion

Proposal plan approval, program evaluation rubric, teacher and counselor's log

Action Step 5 5

Develop and implement a system and protocol for timely communication between facilitator and teachers

Person Responsible

Tessa Clark

Schedule

On 8/10/2016

Evidence of Completion

Communication Guide and log, HOPE lesson plans, protocol checklist

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

Administration and counselors will follow an ongoing walkthrough schedule for progress monitoring.

Person Responsible

Porshialee Byfield

Schedule

Weekly, from 6/10/2016 to 5/24/2017

Evidence of Completion

Communication log, meeting schedule, protocol checklist, supervision schedule

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

Leadership will utilize evaluation plan checklist and protocols to determine the impact of program on increased student engagement and reduction of students in OSS.

Person Responsible

Porshialee Byfield

Schedule

Monthly, from 9/30/2016 to 5/10/2017

Evidence of Completion

Evaluation plan, evaluation checklist and protocol, Decision Ed and Skyward OSS discipline reports

G1.B1.S2 We will implement Academic Overtime to reduce the number of students with GPA's below 2.0 and/or failing academic core subjects. 4

S243651

Strategy Rationale

If we implement Academic Overtime, there will be an increase in students above a 2.0 GPA.

Action Step 1 5

Create a teacher schedule to have academic overtime

Person Responsible

Porshialee Byfield

Schedule

On 8/10/2016

Evidence of Completion

Academic Overtime teacher schedule; academic overtime sign-in sheets

Action Step 2 5

Create and implement Academic Overtime Student Assignment protocol sheet

Person Responsible

Porshialee Byfield

Schedule

On 8/10/2016

Evidence of Completion

academic overtime sign-in sheets, student sign-in forms, academic overtime procedures sheet

Action Step 3 5

Assign academic overtime to lower quartile students identified as failing math and ela courses

Person Responsible

Galen Hey

Schedule

Quarterly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Academic overtime sign-in sheets, student sign-in forms, DecisionEd student data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Develop and utilize an administrative schedule for attending A.O. classrooms and collecting student AO attendance data

Person Responsible

Porshialee Byfield

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Student sign-in sheets and administrative schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Leadership team will conduct weekly submissions of student sign-in paperwork to measure the attendance rate of Academic Overtime

Person Responsible

Porshialee Byfield

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Academic overtime sign-in sheets, student assignment forms, student progress reports, student report cards

G2. With high expectations, Leesburg High School will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students. 1

G086864

G2.B2 Lack of a system for a facilitated common planning with a standards-based emphasis. 2

B230918

G2.B2.S1 Common planning will occur once a week to support an emphasis on standards deconstruction and understanding. 4

S243652

Strategy Rationale

If emphasis on standard deconstruction occurs, then increase focus on alignment will occur

Action Step 1 5

Create common planning weekly schedule in all core content areas

Person Responsible

Tammy Demps

Schedule

On 8/5/2016

Evidence of Completion

Master schedule indicating common planning schedule for all core content areas

Action Step 2 5

Common planning will be facilitated by standards coach and/or instructional coach to provide guidance on standards deconstruction.

Person Responsible

Kimberly Perkins

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Common plan agenda minutes, coaches log

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will create a CWT schedule to monitor the standards deconstruction and lesson delivery for increased student engagement and understanding.

Person Responsible

Porshialee Byfield

Schedule

Weekly, from 8/8/2016 to 5/24/2017

Evidence of Completion

CWT tool, common planning minutes, CWT data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Common planning schedule will be created and implemented

Person Responsible

Tammy Demps

Schedule

Weekly, from 8/8/2016 to 5/24/2017

Evidence of Completion

Common planning minutes, Master Schedule

G2.B2.S2 We will develop an expectation of teachers to develop and implement standards deconstruction with students prior to beginning a unit and/or lesson. 4

S243653

Strategy Rationale

If students are exposed to deconstructing the standards, then students will have a deeper understanding and purpose for learning.

Action Step 1 5

Conduct informational departmental meetings to outline common planning expectations

Person Responsible

Tammy Demps

Schedule

On 8/3/2016

Evidence of Completion

Professional Development agenda, content area handouts

Action Step 2 5

Expectation and protocol will be established for teachers to conduct regular data chats with students

Person Responsible

Tammy Demps

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

data chat logs

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administration will develop and utilize an administrative schedule for attending and supporting common planning.

Person Responsible

Tammy Demps

Schedule

Weekly, from 8/8/2016 to 5/24/2017

Evidence of Completion

CWT tool, common planning minutes, CWT data

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Leadership will conduct weekly CWT's to measure impact of common planning on increasing identified instructional look-fors.

Person Responsible

Porshialee Byfield

Schedule

Weekly, from 9/12/2016 to 5/24/2017

Evidence of Completion

CWT schedule, CWT data, data chat logs, progress reports, decision ed reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A2 A315213	Develop alternative plan proposal	Byfield, Porshiale	6/10/2016	Proposal plan, executive meeting agenda, academy brochure, meeting agenda notes	6/13/2016 one-time
G2.B2.S2.A1 A315222	Conduct informational departmental meetings to outline common planning expectations	Demps, Tammy	8/3/2016	Professional Development agenda, content area handouts	8/3/2016 one-time
G2.B2.S1.A1 A315220	Create common planning weekly schedule in all core content areas	Demps, Tammy	8/5/2016	Master schedule indicating common planning schedule for all core content areas	8/5/2016 one-time
G1.B1.S1.A5 A315216	Develop and implement a system and protocol for timely communication between facilitator and...	Clark, Tessa	8/10/2016	Communication Guide and log, HOPE lesson plans, protocol checklist	8/10/2016 one-time
G1.B1.S2.A1 A315217	Create a teacher schedule to have academic overtime	Byfield, Porshiale	8/10/2016	Academic Overtime teacher schedule; academic overtime sign-in sheets	8/10/2016 one-time
G1.B1.S2.A2 A315218	Create and implement Academic Overtime Student Assignment protocol sheet	Byfield, Porshiale	8/10/2016	academic overtime sign-in sheets, student sign-in forms, academic overtime procedures sheet	8/10/2016 one-time
G1.B1.S1.A1 A315212	Establish collaboration with Safe Schools Department	Byfield, Porshiale	6/10/2016	Initial proposal plan, email correspondence, Initial proposal plan, email correspondence, planning meeting notes, presentation meeting agendas	9/30/2016 weekly
G1.B1.S1.A3 A315214	Present proposal to Chief of Administration for additional guidance and initial approval	Byfield, Porshiale	7/21/2016	Proposal Plan Approval, Executive Committee, Agenda	9/30/2016 one-time
G1.B1.S1.A4 A315215	Develop program evaluation	Byfield, Porshiale	8/30/2016	Proposal plan approval, program evaluation rubric, teacher and counselor's log	9/30/2016 one-time
G1.MA1 M326783	Alternative suspension evaluation data, and communication logs will be collected and evaluated to...	Byfield, Porshiale	10/31/2016	Completed Alternative suspension evaluation tool, communication logs, Decision Ed, Skyward reports	5/10/2017 monthly
G1.B1.S1.MA1 M326779	Leadership will utilize evaluation plan checklist and protocols to determine the impact of program...	Byfield, Porshiale	9/30/2016	Evaluation plan, evaluation checklist and protocol, Decision Ed and Skyward OSS discipline reports	5/10/2017 monthly
G2.B2.S1.A2 A315221	Common planning will be facilitated by standards coach and/or instructional coach to provide...	Perkins, Kimberly	8/15/2016	Common plan agenda minutes, coaches log	5/19/2017 weekly
G1.B1.S2.MA1 M326781	Leadership team will conduct weekly submissions of student sign-in paperwork to measure the...	Byfield, Porshiale	8/10/2016	Academic overtime sign-in sheets, student assignment forms, student progress reports, student report cards	5/19/2017 weekly
G1.B1.S2.MA1 M326782	Develop and utilize an administrative schedule for attending A.O. classrooms and collecting student...	Byfield, Porshiale	8/10/2016	Student sign-in sheets and administrative schedule	5/19/2017 weekly
G1.B1.S2.A3 A315219	Assign academic overtime to lower quartile students identified as failing math and ela courses	Hey, Galen	9/12/2016	Academic overtime sign-in sheets, student sign-in forms, DecisionEd student data	5/19/2017 quarterly
G2.B2.S2.A2 A315223	Expectation and protocol will be established for teachers to conduct regular data chats with...	Demps, Tammy	8/10/2016	data chat logs	5/19/2017 quarterly
G1.MA2 M326784	Discipline and academic data will be collected to track program participants'...	Byfield, Porshiale	10/31/2016	progress reports, Skyward Data-GPA, student failure, infraction report, Decision Ed-OSS, students failing more than one course, GPA,	5/24/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA2 M326790	Classroom walkthrough data will be collected to determine the effectiveness of targeted feedback...	Byfield, Porshiale	8/8/2016	CWT data, common plan agenda, student product samples, Eduphoria baseline and mini assessment data, program data reports (Achieve 3000, USA Test Prep, ACT practice data, etc.), EWS reports	5/24/2017 weekly
G1.B1.S1.MA1 M326780	Administration and counselors will follow an ongoing walkthrough schedule for progress...	Byfield, Porshiale	6/10/2016	Communication log, meeting schedule, protocol checklist, supervision schedule	5/24/2017 weekly
G2.B2.S1.MA1 M326785	Common planning schedule will be created and implemented	Demps, Tammy	8/8/2016	Common planning minutes, Master Schedule	5/24/2017 weekly
G2.B2.S1.MA1 M326786	Administration will create a CWT schedule to monitor the standards deconstruction and lesson...	Byfield, Porshiale	8/8/2016	CWT tool, common planning minutes, CWT data	5/24/2017 weekly
G2.B2.S2.MA1 M326787	Leadership will conduct weekly CWT's to measure impact of common planning on increasing identified...	Byfield, Porshiale	9/12/2016	CWT schedule, CWT data, data chat logs, progress reports, decision ed reports	5/24/2017 weekly
G2.B2.S2.MA1 M326788	Administration will develop and utilize an administrative schedule for attending and supporting...	Demps, Tammy	8/8/2016	CWT tool, common planning minutes, CWT data	5/24/2017 weekly
G2.MA1 M326789	An Site-based instructional review and assessment of CWT date will be conducted to evaluate common...	Neal, Dennis	9/19/2017	CWT data, common plan agenda, student product samples, PLC binders, data chat logs	9/19/2017 semiannually