

Leon County Schools

Leon High School



2017-18 Schoolwide Improvement Plan

Leon High School

550 E TENNESSEE ST, Tallahassee, FL 32308

<https://www.leonschools.net/leon>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">28%</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;">46%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	B

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Leon High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to prepare all of our students to be lifelong learners and productive citizens in an ever-changing world and global society.

b. 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.

2. School Environment

a. 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
- 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 teachers and the student population to further address topics and concerns regarding other cultures and ethnicity.

US History classes, Band, Orchestra, Chorus and Theater classes will participate in a program to bring professional musicians to Leon High School for a weeklong residency program in a partnership with NY based non-for profit organization, ClassNotes. This string trio will do presentations in US History classes focusing on the interface between the Holocaust and Civil Rights Movement by examining the life of Joachim Prinz, Holocaust Survivor and Civil Rights Activist. They will also work with students in chorus, orchestra and band in a master class format to prepare for a culminating performance for the community on a Friday or Saturday night with music from the Harlem Renaissance and Civil Rights Movement. Students will play alongside the professional string trio at this performance. This project will impact approximately 800 students as well as countless community members because of the free performance.

b. 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 school resource deputy is also an integral part of fostering a safe, and positive atmosphere at Leon. He visits many classrooms to share tips about cyber safety and often share real life experiences in our law studies classes.

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.

We also recognize monthly for Lion of the Month and bi-annually Lions Pride Award for students who exhibit outstanding citizenship, accomplishment, or character in a particular way.

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.

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.

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 (ESE) population is infused with some of our

mainstream

students who serve as teachers' assistants. This partnership is called Lions United. They buddy up with special needs students in athletic competitions and home economics type projects. Additionally, we have developed a Lion's United Band Class that is dedicated to providing students of all backgrounds an outstanding musical experience. Students in the class learn cooperative skills that are showcased through ensemble performance and dedicated practice. Students in the class will perform a concert at the end of the year that showcases the vast amount of musical and inclusive environments offered by Leon High School.

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.

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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Our goal is to reduce the number of unexcused absences by 10%. School staff will continue to focus on those students with excessive absences 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. In-School Detention has been added this year as an alternative to out-of-school- suspensions. 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.

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	
	0	0	0	0	0	0	0	0	0	225	195	154	114	688

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
	0	0	0	0	0	0	0	0	0	25	19	9	7	60

c. 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, 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.

With the premise that the success of our 9th grade students determines the outcome of our graduation rate, a 9th grade guidance counselor is assigned 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.

Through English this year we are signing up all 10th-12th grades to Khan Academy/College Board for free, individualized tutoring. Since this is new, we are in the process of working out how to make this a weekly grade with our students. That way the students are more inclined to utilize the platform.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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.

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.

The Leon High 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.

Leon has a proud tradition of partnering with local business and non profit organizations that support our vision of giving back to the community. We have fundraised for projects such as the Tallahassee Memorial Hospital Cancer Unit, Second Harvest, the Kearney Center and a host of other organizations.

Leon High School is one of the few schools in North Florida with a Foundation. The Leon High School Foundation's primary purpose is to provide financial support, as well as materials and services to Leon High School for academic and educational aid.

The Foundation Board of Trustees, in conjunction with the school administration and faculty, identifies areas of need and sets priorities for the use of undesignated gifts to the Foundation. Priority is given to expenditures that offer the maximum amount of assistance to the greatest number of Leon High School students. When gifts to the Foundation are designated for specific purposes (usually to fund scholarships), the Foundation administers them according to the wishes of the donors. The Foundation has currently met half of its endowment goal.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Epting, William	Principal
Hembree, Sarah	Assistant Principal
Giglio, Kayce	Instructional Coach
Hedrington, DeShone	Assistant Principal
Sears, Erica	Teacher, K-12
Ardley, Rick	Assistant Principal
Feely, Mark	Dean
Fabrega, Stacy	Teacher, K-12
Rice, Allen	Teacher, K-12
Prasse, Ed	Teacher, K-12
Garcia, Kim	Teacher, K-12
Green, Jackie	Teacher, K-12
Strickland, Angie	Teacher, K-12
Louwsma, Laurie	Teacher, ESE

b. Duties

1. 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.

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 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 in-service and training. Administration gathers in-service needs during the summer and plans teacher travel and in-service 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Christine Beam	Teacher
Kate Davis	Teacher
Billy Epting	Principal
Kim Garcia	Teacher
Kara Gross	Business/Community
Shannon Guse	Parent
Alex Kercheval	Parent
Mindy Londot	Parent
Sam Norris	Teacher
Stan Parsons	Business/Community
Stacey Raley	Teacher
Stacey Rutledge	Parent
Cindy Ryan	Parent
Ann Shahawy	Business/Community
Angie Sipple	Parent
Ali Karani	Teacher
Keith Lassiter	Teacher
Erin Kaven	Education Support Employee
Crystal Smith	Education Support Employee
Sue Shively	Business/Community
Nathan Reaves	Teacher
Matt Williams	Teacher
Ruth Feiock	Parent
Beth Overholt	Parent
Laura Sullivan	Parent
Emerson Thompson	Parent
Shairi Turner-Davis	Parent
Avery Howard	Student
Yunsu Lee	Student
Kayla Lewis	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

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

2017-18 School Year:

The principal prepares the budget based on the school's needs and student enrollment in order to fund teaching units. The principal shares needs of the school budget with SAC in his monthly principal's report.

A proposal will more than likely be made to SAC to fund teacher salaries & benefits for the Summer Credit Retrieval Program (targeted toward low level students who are motivated to earn credit) as in the past.

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

2016-17 School Year: \$22,245.15 has now been reduced by \$5000 toward the electronic marquee. The new balance is \$17,245.15. Up to \$5000 is expected to be spent this summer for summer school, as approved at the last April's meeting.

New \$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

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.

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
	Assistant Principal
Read, Robbie	Teacher, K-12
Marquez, Sarah	Teacher, K-12
Davis, Kate	Teacher, K-12
Roady-Lawson, Jennifer	Teacher, K-12
Sears, Erica	Teacher, K-12
Chapman, Sarah	Teacher, K-12
Meis, Jeannine	Teacher, K-12
Mcguire, Terrance	Teacher, K-12

b. Duties

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

The Target Team meets the second Tuesday of each month.

The 9th and 10th grade English teachers are using CommonLit as well as the 11th grade English target teachers and the 12th grade English teachers with students needing to pass FSA.

Currently the 11th and 12th grade teachers are also having students work in Khan/College Board to practice for SAT. As soon as the 10th graders have taken the PSAT and scores are returned to the school, we will sign them up as well.

The 9th grade English Target Teachers will teach the REWARDS program during this first nine weeks. REWARDS is a Multisyllabic Reading, Rate Development for Fluency and Academic Vocabulary Direct Instruction program. This program is being used to help students with poor reading skills, improve and gain some self-confidence in reading.

Other Strategies

- Common classroom routines
- Curriculum Instructional Sequence
- Next Generation Content Area Reading Professional Development (NGCARPD) training and certification
- Incorporation of Common Core standards to include learning progressions into daily instruction

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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. 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.

As part of our staff development plan for this year, we are including days of instructional rounds for several groups of teachers. All English and math teachers will participate in four days of professional

development during the year focusing on benchmark analysis, curriculum pacing\writing, the teacher evaluation framework, and the implementation of best practices. The trainings will be led by Leon faculty and revolve around current school needs.

2. 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 Performance Matters evaluative tool that provides an infrastructure for continuous improvement for teachers, through collaborative planning, instruction, analyzing learning and revision.

3. 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 2017-18 school year.

Mentors, Erica Sears, Amanda Geiger and Lauri Louwsma

Jacob Arnett- Math

Taylor Whittle- ESE

Mike Mock-Career Technology

Phillip Prior- PE

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 have three Mentors.

- 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 mentors are 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.

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.

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.

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.

*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

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: 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

*Teacher collaboration--planning and professional development

Strategy Purpose(s)

- Core Academic Instruction

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

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.

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

2. 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.

*Currently the 11th and 12th grade teachers are also having students work in Khan/College Board to practice for SAT. As soon as the 10th graders have taken the PSAT and scores are returned to the school, we will sign them up as well.

3. 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.

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.

*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

*PSAT administration to students in mid October

*Scholarship support in the guidance dept.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

We aim to increase recruitment and retention of highly effective teachers that are commensurate to our current student population.

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.

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.** As we begin a more complex state measure of English/language Arts, our school goal is to increase by 2% the number of students that score on grade level and show one-year growth on the new FSA test.

- G2.** As we begin a more complex state measure of math, our school goal for the FSA is to increase by 2% the number of students that score on grade level and show one-year growth on the Algebra EOC and Geometry EOC.

- G3.** Our goal is to increase by 2% the number of students that score on grade level and show one-year of growth on the Biology EOC.

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. As we begin a more complex state measure of English/language Arts, our school goal is to increase by 2% the number of students that score on grade level and show one-year growth on the new FSA test. 1a

G096142

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Lit and Khan/College Board

Plan to Monitor Progress Toward G1. 8

Common Literature

Person Responsible

Kayce Giglio

Schedule

Quarterly, from 10/5/2017 to 4/30/2018

Evidence of Completion

Assessments on Common Literature ELA progress monitoring for both reading and writing.

G2. As we begin a more complex state measure of math, our school goal for the FSA is to increase by 2% the number of students that score on grade level and show one-year growth on the Algebra EOC and Geometry EOC. 1a

G096143

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	71.0

Targeted Barriers to Achieving the Goal 3

- Students lack adequate experience with complex tasks.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Data analysis from students' assessments each 9wks

Person Responsible

Sarah Hembree

Schedule

Quarterly, from 10/10/2017 to 4/30/2018

Evidence of Completion

Progress monitoring assessments in the Fall and pre-assessments prior to EOC's Scores posted in the Unify system upon implementation of instructional strategies.

G3. Our goal is to increase by 2% the number of students that score on grade level and show one-year of growth on the Biology EOC. 1a

G096144

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	67.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Monitor acquisition of Scientific principles, concepts and vocabulary to justify claims and answers

Person Responsible

Allen Rice

Schedule

Quarterly, from 10/10/2017 to 4/30/2018

Evidence of Completion

Progress monitoring using Unify system scores in the Fall and pre-assessments prior to EOC

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. As we begin a more complex state measure of English/language Arts, our school goal is to increase by 2% the number of students that score on grade level and show one-year growth on the new FSA test. **1**

 G096142

G1.B1 Students lack the ability to use cognitive strategies in reading and in writing. **2**

 B258793

G1.B1.S1 Teachers will include higher order questions in lessons to be used for discussion of text meaning and interpretation. **4**

 S274010

Strategy Rationale

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

Action Step 1 **5**

Teachers will discuss content relative to new FSA standards.

Person Responsible

Kayce Giglio

Schedule

Quarterly, from 10/5/2017 to 4/30/2018

Evidence of Completion

Results on CommonLit assessments

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

Target team will meet will once a month all day for modeling, coaching and follow-up of specialized strategies.

Person Responsible

Kayce Giglio

Schedule

Monthly, from 10/5/2017 to 4/30/2018

Evidence of Completion

Students' understanding of benchmarks on mastery assessments. Scores on Unify system

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

Common Literature

Person Responsible

Kayce Giglio

Schedule

Monthly, from 10/5/2017 to 4/30/2018

Evidence of Completion

End of the semester assessments on Common Lit

G2. As we begin a more complex state measure of math, our school goal for the FSA is to increase by 2% the number of students that score on grade level and show one-year growth on the Algebra EOC and Geometry EOC. 1

G096143

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

B258794

G2.B1.S1 Teachers will continue to engage students in complex tasks that require them to generate and test hypotheses by: examining benchmarks and developing rubrics to achieve the desired goal. 4

S274011

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 through unwrapping benchmarks to solve complex problems with success.

Person Responsible

Sarah Hembree

Schedule

Monthly, from 10/10/2017 to 4/30/2018

Evidence of Completion

Results from routine assessments prior to EOC's

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

Kim Garcia

Schedule

Monthly, from 10/10/2017 to 4/30/2018

Evidence of Completion

Math Rubrics of instruction for students above and below grade level. Multiple math assessments-mid term exams

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

Math dept will share results of math assessments with administration.

Person Responsible

Kim Garcia

Schedule

Quarterly, from 10/10/2017 to 4/30/2018

Evidence of Completion

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

G3. Our goal is to increase by 2% the number of students that score on grade level and show one-year of growth on the Biology EOC. 1

G096144

G3.B1 Students lack the ability to think critically to complete complex scientific tasks. 2

B258795

G3.B1.S1 Analyze baseline data for concepts giving students difficulty. 4

S274012

Strategy Rationale

It is evidence-based practice.

Action Step 1 5

Review Curricular implementation of biology standards, particularly those tested on the EOC.

Person Responsible

Allen Rice

Schedule

On 4/30/2018

Evidence of Completion

Use the Unify system to review quizzes and tests to determine student acquisition of benchmarks

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

Learning community focusing on curriculum and instruction

Person Responsible

William Epting

Schedule

Quarterly, from 10/10/2017 to 4/30/2018

Evidence of Completion

Teachers will meet regularly to review and discuss student data from classroom assessments.

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

Monitor Progress in the areas of classification, heredity and evolution.

Person Responsible

Allen Rice

Schedule

Quarterly, from 10/10/2017 to 4/30/2018

Evidence of Completion

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

G3.B2 • Students do not practice nor do they know how to read, write, and think like a scientist. 2

 B258796

G3.B2.S1 Review curricular implementation of biology standards by: explicitly teaching academic vocab associated with biology. 4

 S274013

Strategy Rationale

To build scientific vocabulary to broaden scientific concepts

Action Step 1 5

Analyze baseline data for concepts giving students difficulty

Person Responsible

Allen Rice

Schedule

Quarterly, from 10/10/2018 to 10/10/2018

Evidence of Completion

Progress monitoring & weekly formative assessments Previous year's exam and results from Data Director

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Science chair will review curricular implementation of biology standards with his team regarding progress monitoring results.

Person Responsible

Allen Rice

Schedule

Quarterly, from 10/10/2017 to 4/30/2018

Evidence of Completion

Report generated in Unify system and periodic assessments as the impetus to discuss with administration.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Learning chats & data analysis review with administration

Person Responsible

Allen Rice

Schedule

Quarterly, from 10/10/2017 to 4/30/2018

Evidence of Completion

Scores in Unify system to determine student acquisition of benchmarks; Will design re-teaching materials for those areas that students do not show mastery.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M395000	Common Literature	Giglio, Kayce	10/5/2017	Assessments on Common Literature ELA progress monitoring for both reading and writing.	4/30/2018 quarterly
G2.MA1 M395003	Data analysis from students' assessments each 9wks	Hembree, Sarah	10/10/2017	Progress monitoring assessments in the Fall and pre-assessments prior to EOC's Scores posted in the Unify system upon implementation of instructional strategies.	4/30/2018 quarterly
G3.MA1 M395008	Monitor acquisition of Scientific principles, concepts and vocabulary to justify claims and answers	Rice, Allen	10/10/2017	Progress monitoring using Unify system scores in the Fall and pre-assessments prior to EOC	4/30/2018 quarterly
G1.B1.S1.MA1 M394998	Common Literature	Giglio, Kayce	10/5/2017	End of the semester assessments on Common Lit	4/30/2018 monthly
G1.B1.S1.MA1 M394999	Target team will meet will once a month all day for modeling, coaching and follow-up of specialized...	Giglio, Kayce	10/5/2017	Students' understanding of benchmarks on mastery assessments. Scores on Unify system	4/30/2018 monthly
G1.B1.S1.A1 A367847	Teachers will discuss content relative to new FSA standards.	Giglio, Kayce	10/5/2017	Results on CommonLit assessments	4/30/2018 quarterly
G2.B1.S1.MA1 M395001	Math dept will share results of math assessments with administration.	Garcia, Kim	10/10/2017	Results from peer classroom walktroughs Results from routine assessments to refer students for additional math support.	4/30/2018 quarterly
G2.B1.S1.MA1 M395002	Common tests in the math department to identify students who have difficulty with complex tasks	Garcia, Kim	10/10/2017	Math Rubrics of instruction for students above and below grade level. Multiple math assessments-mid term exams	4/30/2018 monthly
G2.B1.S1.A1 A367848	Teachers will provide a variety of experiences for students through unwrapping benchmarks to solve...	Hembree, Sarah	10/10/2017	Results from routine assessments prior to EOC's	4/30/2018 monthly
G3.B1.S1.MA1 M395004	Monitor Progress in the areas of classification, heredity and evolution.	Rice, Allen	10/10/2017	Progress monitoring using assessments in the Fall and pre-assessments prior to EOC	4/30/2018 quarterly
G3.B1.S1.MA1 M395005	Learning community focusing on curriculum and instruction	Epting, William	10/10/2017	Teachers will meet regularly to review and discuss student data from classroom assessments.	4/30/2018 quarterly
G3.B1.S1.A1 A367849	Review Curricular implementation of biology standards, particularly those tested on the EOC.	Rice, Allen	10/10/2017	Use the Unify system to review quizzes and tests to determine student acquisition of benchmarks	4/30/2018 one-time
G3.B2.S1.MA1 M395006	Learning chats & data analysis review with administration	Rice, Allen	10/10/2017	Scores in Unify system to determine student acquisition of benchmarks; Will design re-teaching materials for those areas that students do not show mastery.	4/30/2018 quarterly
G3.B2.S1.MA1 M395007	Science chair will review curricular implementation of biology standards with his team regarding...	Rice, Allen	10/10/2017	Report generated in Unify system and periodic assessments as the impetus to discuss with administration.	4/30/2018 quarterly
G3.B2.S1.A1 A367850	Analyze baseline data for concepts giving students difficulty	Rice, Allen	10/10/2018	Progress monitoring & weekly formative assessments Previous year's exam and results from Data Director	10/10/2018 quarterly

V. Professional Development Opportunities

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

G1. As we begin a more complex state measure of English/language Arts, our school goal is to increase by 2% the number of students that score on grade level and show one-year growth on the new FSA test.

G1.B1 Students lack the ability to use cognitive strategies in reading and in writing.

G1.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 content relative to new FSA standards.

Facilitator

Sarah Hembree, Kayce Giglio and Stacy Fabrega

Participants

English Teachers

Schedule

Quarterly, from 10/5/2017 to 4/30/2018

G2. As we begin a more complex state measure of math, our school goal for the FSA is to increase by 2% the number of students that score on grade level and show one-year growth on the Algebra EOC and Geometry EOC.

G2.B1 Students lack adequate experience with complex tasks.

G2.B1.S1 Teachers will continue to engage students in complex tasks that require them to generate and test hypotheses by: examining benchmarks and developing rubrics to achieve the desired goal.

PD Opportunity 1

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

Facilitator

Mrs. Hembree and Ms. Garcia

Participants

Target Team and Math Dept.

Schedule

Monthly, from 10/10/2017 to 4/30/2018

G3. Our goal is to increase by 2% the number of students that score on grade level and show one-year of growth on the Biology EOC.

G3.B1 Students lack the ability to think critically to complete complex scientific tasks.

G3.B1.S1 Analyze baseline data for concepts giving students difficulty.

PD Opportunity 1

Review Curricular implementation of biology standards, particularly those tested on the EOC.

Facilitator

Nathan Reaves

Participants

Science Dept.

Schedule

On 4/30/2018

G3.B2 • Students do not practice nor do they know how to read, write, and think like a scientist.

G3.B2.S1 Review curricular implementation of biology standards by: explicitly teaching academic vocab associated with biology.

PD Opportunity 1

Analyze baseline data for concepts giving students difficulty

Facilitator

Professional Development on helping students acquire, organize and retain science information through SIM strategies, PDA science, and other strategies. Science Developer

Participants

Science Dept.

Schedule

Quarterly, from 10/10/2018 to 10/10/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will discuss content relative to new FSA standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0021 - Leon High School	Other		\$0.00
			<i>Notes: The School Advisory Council appropriates funding for our School Improvement Plan, i.e. summer credit recovery teaching salaries, classroom laptops, supplemental materials. The SCA also advises the administration on how to spend any "A" school money.</i>			
2	G2.B1.S1.A1	Teachers will provide a variety of experiences for students through unwrapping benchmarks to solve complex problems with success.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0021 - Leon High School	School Improvement Funds		\$0.00
			<i>Notes: The School Advisory Council appropriates funding for our School Improvement Plan, i.e. summer credit recovery teaching salaries, classroom laptops, supplemental materials. The SCA also advises the administration on how to spend any "A" school money.</i>			
3	G3.B1.S1.A1	Review Curricular implementation of biology standards, particularly those tested on the EOC.				\$0.00
4	G3.B2.S1.A1	Analyze baseline data for concepts giving students difficulty				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0021 - Leon High School	School Improvement Funds		\$0.00
			<i>Notes: The School Advisory Council appropriates funding for our School Improvement Plan, i.e. summer credit recovery teaching salaries, classroom laptops, supplemental materials. The SCA also advises the administration on how to spend any "A" school money.</i>			
Total:						\$0.00