

Lake County Schools

Leesburg High School



2017-18 Schoolwide Improvement Plan

Leesburg High School

1401 YELLOW JACKET WAY, Leesburg, FL 34748

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

School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2016-17 Title I School Yes	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 79%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 57%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	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 is pending approval by the Lake 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	11
Public and Collaborative Teaching	17
Ambitious Instruction and Learning	19
8-Step Planning and Problem Solving Implementation	27
Goals Summary	27
Goals Detail	27
Action Plan for Improvement	32
Appendix 1: Implementation Timeline	52
Appendix 2: Professional Development and Technical Assistance Outlines	55
Professional Development Opportunities	55
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	57

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 Leesburg High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

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. Leesburg High School staff work hard to establish and build a relationship among the community. Community input is welcomed on various academic and social issues impacting our students. We communicate regularly with our feeder pattern schools to be better prepared to meet students' educational and social needs. The principal is regularly involved in monthly Education Committee meetings sponsored by the Chamber of Commerce. Participation in these monthly meetings helps to increase community involvement in school initiatives that impact students. We consistently provide monthly events during evening hours to promote educational opportunities within the community. In addition, the LHS administrative team realizes the importance of hiring a staff that understands the challenges that diversity can present. 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 coaching athletic teams; particularly those popular with students and those that appeal to their interests. 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 them to better connect with 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. When hiring staff, this mindset is a focus in seeking for that exhibit a value for 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 two lunch periods. These plans are not only monitored by administrative and teacher leadership staff for improvements, but also submitted to the district's Security Services Manager for feedback and suggestions for further enhancements. The school conducts regularly scheduled drills in order to make sure everyone is cognizant of protocols to ensure our students' safety and security. The school has is fortunate to have a security monitor on staff who assists Administrators, the Instructional Dean, and School Resource Officers in monitoring the campus. The security monitor provides an extra presence that greatly helps promote a safe environment for students. Allocated funds from SAFE schools enables the school to provide supplements for nine instructional staff who are on extended supervision before and after school. The Instructional Dean coordinates review of the school's safety plans and protocols through the Safety

Committee that meets monthly. The Dean also coordinates anti-bullying efforts through sending information to staff regarding warning signs and preventive measures. In addition, students are able to anonymously report any incidence of bullying and/or harassment to two designated offices on campus. The staff and faculty have a high level of interaction with the students to address students' needs on an academic, social, and emotional level. Students are highly involved in special organizations and events such as JRROTC, Student Government, National Honor Society, Students in Action, community and service projects, 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 as well as personal interests and aspirations. Finally, as a staff, we are committed to modeling character traits such as honesty, respectfulness, and integrity through our Positive Behavior Support efforts. 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 Positive Behavior Support (PBS) system maintains a focus on positive student behaviors and conduct.

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.

Student behavioral data is tracked and reviewed by the administrative team as well as the SOP committee to address any issues that implementing a Standard Operating Procedure might increase positive behavior in the classroom and school-wide. School Resource Officers (SROs) also report regularly on campus infractions, arrests, and disruptions to the principal and the rest of the administrative team. The SROs are highly visible on campus and are very involved in campus supervision and often act proactively to maintain a safe campus environment at all times.

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. Teachers are expected to complete the Behavior Tracking System Form to document the steps the teacher utilized to address a discipline issue prior to writing a disciplinary referral. Parental contact is also documented and an expected step before teachers write a referral. 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. Our MTSS Coach supports and monitors the success of behavioral objectives among the student population that have been identified as in the lower quartile or at-risk via the school's early warning systems data. Meetings with all stakeholders are held in a timely manner for all students who have an IEP or 504 plan to determine the best course of action as well as to determine if misconduct is a manifestation of the student's disability or medical condition.

HOPE(Helping Our Pupils Excel) Academy is in its second year as an intervention strategy to assist

students in maintaining their work and grades in an after school format without missing time from school and/or in lieu of a school suspension. This provides an opportunity for students who normally would have earned a first or second out of school suspension a chance to still attend school to get the instruction and assistance needed as well as a second chance for students to make the right choices in the future to avoid further disciplinary consequences.

Leesburg High also have additional consequences that is a part of the discipline matrix that are utilized in an effort to provide correction to students for infractions while simultaneously continuing efforts to reduce the suspension rate. This includes but is not limited to, lunch detention (Loss of Privileges), Wednesday detention after school, Wednesday School (three hour time frame for students to work on makeup work), and Conflict Resolution Mediation. These consequences are instrumental in keeping students in school who have committed level one and two degree infractions. In accordance with the Code of Conduct, In-school and Out-of-School suspension are utilized as consequences as warranted and outlined in the school's discipline matrix and the district's Code of Conduct.

The school's Positive Behavior Support has been quite effective over the past three years due to the Bee Bucks program. Bee Bucks are distributed to teachers at the beginning of the year to give out to students who are exemplifying good behavior, perform acts of kindness, or have made an significant improvement in behavior and/or grades. Students are able to spend their Bee Bucks bimonthly in the Bee Bucks store during their lunch period on various items from t-shirts, school supplies, candy, or trinkets. The number of Bee Bucks given to students and the number of Bee Bucks spent is tracked by the Activities Director who assists the PBS Administrator in coordinating PBS efforts. PBS efforts are also instrumental in providing positive reinforcement via recognition and incentives for students who not only are consistently well-behaved, but also whose academic performance is improved or above average. At the end of each quarter, students receive certificates to attend sporting events, admission to special PBS assemblies, or invitations to have breakfast and other food incentives for their academic achievements. The administrative team recognizes high absenteeism has an impact on the school's ability to foster the high expectations for positive behavior from the student body. As a result, an teacher recognition program for good attendance will be implemented and supported as an additional step to maintain positive student behavior.

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 to provide assistance with clothing, food, or needs impacting the family unit. They may also be assigned to the district Social Worker for assistance with whom the school is fortunate to have a cohesive, working relationship in seeking and securing help for students and families in crisis. 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. The school has expanded its efforts to establish mentoring partnerships throughout the community to provide extracurricular and scholarship opportunities to students. These mentorships target students that have the potential to succeed in various areas but lack adequate support structure. Leesburg High also utilizes its HOPE(Helping Our Pupils Excel) Academy as a way to assist students in recovering credit and/or taking the required courses during and after school to maintain or get back on track for graduation. This year, students at all grade levels, in addition to Seniors identified as at risk of not graduating, are selected as

candidates for this intervention 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 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.

LHS monitors early warning indicators through DecisionEd and Skyward reports.. LHS faculty member designated and trained to pull EWS data from Decision Ed. Skyward attendance reports are pulled by the Attendance Clerk and shared with administration and Guidance Counselors. Skyward discipline reports are pulled by administrative staff as needed 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 with administration and instructional coaches on a regular basis during Admin/Coach meetings and also during HIVE Leadership Meetings which have Content Chairpersons in attendance along with Administration and instructional coaches.

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	98	93	90	64	345
One or more suspensions	0	0	0	0	0	0	0	0	0	64	56	35	16	171
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	30	32	21	5	88
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	325	295	0	0	620
	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.

Leesburg High School supports students who need additional academic and/or behavioral support in the classroom via Multi-Tiered System of Support. Tier Two interventions that are in place and utilized for identified students are Intensive Reading using Achieve 3000, Intensive Language Arts, Intensive Math, Sylvan ACT Prep Support, HOPE Academy for credit recovery and effort to get on-track for

graduation, push in Literacy Support for Intensive Reading and Intensive Language Arts classes, push in/pull out support for Algebra I and Algebra IA students. Expenditure of SAI funds will focus on the purchase of Chromebooks that will enable more students to have access to support in Intensive Reading and Intensive Math classes. 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 work and grades in an extended day format without missing time from school or making the choice to drop out of school completely. Mrs. Reynolds, the MTSS counselor and Mr. Hey, the MTSS Coach work collaboratively to maintain the monitoring documents necessary for the Problem Solving Team to utilize to review students and make determinations as to how tier interventions are progressing and what additional support needs to occur to ensure success for each student. The Problem Solving Team works exclusively within the MTSS framework and is comprised of Counselors, Administration, the MTSS Coach, the Literacy Coach, and Math Coach. The team meets on a monthly basis for the purpose of reviewing and monitoring the students that make up the lowest thirty percent in Reading and Math who require additional support via tier two interventions. The team seeks input from teachers and provides training on how and when to complete forms as part of the progress monitoring process.

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?

Yes

1. PFEP 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/445001>.

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 an outreach event 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. The second event is focused on exposing students to opportunities the school offers through its Career and Technical Programs. This is known as a Career Showcase and is also tied in with inviting various college and technical career representatives as a part of the evening. This event is targets parents and students coming from our feeder middle schools to learn more about Leesburg High

and see programs first hand as well as for our existing students to gather information on the college and technical career opportunities in the local area.

-Mr. Randolph also attends regular meetings with the local Chamber of Commerce to foster the school-business relationship with the goal of improving student achievement. These meetings are held on a monthly basis and is an opportunity for Mr. Randolph to share current initiatives and programs that are active at the school and for those in attendance at these meetings from the community to offer the time and talents for additional support.

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

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
Randolph, Michael	Principal
Demps, Tammy	Assistant Principal
Byfield, Porshialea	Assistant Principal
Clark, Tessa	Instructional Coach
Clark, Karla	Assistant Principal
Hey, Galen	Instructional Coach
Perkins, Kimberly	Instructional Coach
Celis, Carlos	Assistant Principal
Hunter, Nancy	Instructional Coach
Ortiz, Cynthia	Dean

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. Below is a brief breakdown of each individual's roles and responsibilities:

Mr. Randolph Principal: Conducts weekly administration meetings to align instructional and operational priorities to school improvement goals, communicates school improvement goals to stakeholders and school advisory council, outlines programs and initiatives to support school

improvement goals, conduct frequent meetings with instructional coaches in accordance with school improvement goals conducts frequent walkthroughs and observations to provide feedback to instructional personnel as well as compile data from these walks to identify instructional trends and determine professional development needs for the staff.

Ms. Demps-Assistant Principal: Utilize classroom walkthrough data and school improvement goals to develop and coordinate professional development needs for the staff; construct and coordinate master schedule; provide instructional leadership to the English and Reading Departments by conducting classroom walkthroughs and sharing in best practices in common planning; collaborates with instructional coaches to identify trends impacting student achievement with data analysis and developing plans to offer additional interventions for teacher instruction and student learning, coordinate PLUS collaborative planning days; coordinate collection of MTSS data; facilitates problem solving team;

Dr. Byfield-Assistant Principal: Coordinate and oversee Title I budget to align with instructional priorities; conducts SAC meetings with school's Family Liaison; coordinate HOPE program for at-risk seniors and students at risk of second suspension; analyze classroom walkthrough data for identification of instructional trends and professional development needs; meets with Science coach to determine instructional and professional development needs for Science Achievement; provides instructional leadership to Science department by conducting walkthroughs and identifying needs for increased EOC achievement among Biology students.

Ms. Karla Clark-Assistant Principal: coordinates PBS school-wide to align with school improvement goals; utilizes classroom data to identify trends and develop professional development needs; coordinates with literacy coach to ensure fidelity with ELL students' learning needs; provide instructional leadership to Social Studies department by conducting walkthroughs and identifying needs for increased EOC achievement among US History students. Coordinates safety and health initiatives and protocols in accordance with district guidelines.

Mr. Celis-Assistant Principal: Analyze classroom walkthrough data to provide insight on instructional trends and develop professional development needs; conduct frequent meetings with instructional coaches in accordance with school improvement goals; provide instructional leadership to the Math Department by conducting classroom walkthroughs and sharing in best practices in common planning.

Ms. Perkins-Literacy Coach: Provides professional development for Reading and ELA departments; facilitates Reading common planning; analyzes Achieve 3000 reports; contributes data analysis and identification of tier 2 supports as part of the problem solving team; attends district Literacy Coach meetings; collaborates with administration conducting professional development and coaching; provides student pull-out support; coordinates Rosetta Stone use among ELL students.

Mr. Hey-MTSS Coach (Oct.-June) Provides EWS systems data and data to assist problem solving team; provides targeted student pullout support in Algebra I and ELA to 11th and 12th grade students who need to complete EOC and/or FSA for graduation; coordinates student pullout and TA support for 9th grade level 1 Algebra students; provides teacher support for Algebra I common planning.

Ms. Tessa Clark-Science Coach: Facilitates Biology PLUS Planning sessions; provides teacher support in all Science common planning; provides targeted Biology student pull-out support to identified students; coordinates STEM on site; provides professional development opportunities for Biology teachers; disaggregates all Science data; conducts walkthroughs and coaching in collaboration with administration.

Mr. Ortiz-Works with administrative staff to coordinate safety initiatives and protocols and maintains

documentation of all required safety drills and procedures; maintains disciplinary procedures in accordance with the Lake County Code of Conduct and school-based discipline matrix; coordinates Safety Committee meetings and documentation

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 review the overall school progress on the Jacket Three Initiative which is a school-wide focus on student interaction with text via annotation, student accountable talk, and student feedback through formative assessment. 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. The Administrative team is joined by Instructional coaches who review each content area's alignment to the standards and professional development on the coaching cycle.

School leadership meets regularly with the district's Title I Program Specialist to review thoroughly the resources, allocations, and budgetary expenditures outlined within the Title I Plan and make adjustments as warranted. 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 instructional objectives were developed:

-Instructional Objectives: 1) All teachers will engage their students with interacting with text via annotation. 2) Teachers will engage students in accountable talk and discourse 3) Teachers will provide formative feedback through the use of formative assessments.

To close the achievement gap and increase scores on EOC assessments and FSA, the Jacket Three Initiative is in place to support Leesburg High's efforts to increase the levels of rigor and relevance in our classrooms. In order to accomplish this goal, Leesburg High School utilizes the following

resources and activities:

- Use of the Reading, Mathematics, and Science coaches
- All content areas meet once a week for a common planning period with a record of items discussed and planned for the following week.
- Continued use of the Common Board Configuration as an instructional tool with school-wide posting of the Learning Goal, Daily Objective, and Evidence of Learning as required elements.
- Continued the use of the Test Item Specifications to guide planning and instruction
- Unbound and Odell resources and strategies for instructional supplemental support for ELA classes
- Use of text dependent questions in core classes to facilitate higher order thinking and student interaction with complex text
- Provide professional development training school-wide during early release Wednesdays in all tested content areas.
- Continued use of monthly time for content area Professional Learning Communities to meet with an emphasis on annotation of text, accountable talk, and student performance analysis through formative assessment data.
- Implement use of cross curricular Professional Learning Communities to meet for further training and sharing of best practices based on the school-wide instructional initiatives (Jacket Three: annotation, accountable talk, and feedback via formative assessment)
- Increased use of Khan Academy to reinforce mastering concepts tested via FSA/EOC and Advanced Placement courses.
- Continued use of USA Test Prep in content areas as a resource for teachers to monitor progress via formative assessment.

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, 3) MTSS/PBS process, 4) DBQs, 5) after-school tutoring program, 6) Family School Liaison, 7) Literacy coach, 8) Math coach, 9) Science coach, 10) Title I teachers and assistants, 11) performance task assessments, 12) Kagan training, 13) CTE programs, 14) content and cross curricular PLCs, 15) AVID Site Team visits and 16) Thinking Maps.
- High quality, ongoing professional development concerning literacy strategies, Thinking Maps, AVID, Kagan/Cooperative Structures, new teacher induction, and PLC are ongoing throughout the year with support from site-based trainers and/or district program specialists.
- Strategies to attract high-quality highly qualified teachers include ongoing professional development on a monthly bases, Collaborative team planning and lesson study with PLUS support for FSA/EOC/AP tested areas, 6x7 schedule with common planning period built in, new teacher mentoring program and monthly meetings for training on best practices, and recruiting through college and career placement programs.
- Strategies to increase parental involvement include new student orientation, attendance phone calls, the Principal weekly phone call to parents, family awareness nights, educational awareness events, SAC meetings, parent resource center, marquee announcements, 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 are provided the following resources and support:

- After-school tutoring
- Differentiated instruction

-A Title I MTSS Coach, in collaboration with the Problem Solving Team, works to assist supporting students receiving tier 2 and tier 3 interventions as identified by EWS data, Skyward grading data, and Interventionist monitoring feedback. The coach also assist the Guidance counselor that leads MTSS by monitoring and documenting the effectiveness of resources utilized for Tier 2 and Tier 3 interventions, meeting with students, providing one-on-one support for identified students, following-up with parents who have been contacted via letter, phone, or meeting, and works with administration developing PBS initiatives to motivate students.

-2 Title I teachers to reduce the number of students in Algebra and Liberal Art Math classes

-A Title I teacher to support students in ELA II classes

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

-A Title I Literacy Parapro works along side the 11th and 12th grade Intensive Language Arts class to provide additional literacy support with students struggling to pass the FSA Reading or obtain an concordant score.

-A Title I Science Coach that assists the school with Science coaching and professional development opportunities for students.

-A Title I Math TA to provide additional support to teacher and students in all Algebra I classes

-A Title I Literacy TA to provide additional support in Intensive Reading classes at the 9th and 10th grade level.

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 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
Michael Randolph	Principal
Danny Morris	Teacher
Denise Burry	Parent
Charlene Kee	Education Support Employee
Porshia Byfield	Principal
Tessa Clark	Teacher
Jalen Hodge	Student
Denise Junkin	Parent
Kelly Owensby-Monahan	Parent
Melonie Henderson	Parent
Lori Humphrey	Parent
Nancy Schwartz	Parent

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

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 16-17 Title I plan was completed in the Spring of 2017 which indicated an emphasis on targeting a reduction in behaviors that resulted in an improved positive impact on school climate and culture.

b. Development of this school improvement plan

The LHS SAC had its first meeting of the school year on September 14, 2017 to begin the process of providing assistance to the SIP. The administrative and leadership team, along with teacher leaders, met to discuss SIP goals and action steps from August through September. 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 develop, 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.

In the past funds have been used to support academic achievement and parental communication. (Examples: postage, National Honor Society recognition, culinary arts supplies, website, digital newspaper, campus projects, and non-fiction reading textbooks.) During the 2016-2017 school year,

the SAC approved and allocated funds for the following projects:

- Spring Production of Bye Bye Birdie-\$1500
- Teacher Participation in CTE Showcase Family Night-\$150
- 5 Biology teachers to attend Professional Day at University of Florida-\$500
- Donation to band to compete in Washington, DC-\$1000
- Culinary Arts Final Exam-\$1300
- Teacher participation in Jefferson Service Projects award-\$225
- Culinary Arts participation in Semi-Formal Scholarship Dinner-\$700

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
Perkins, Kimberly	Instructional Coach
Clark, Tessa	Instructional Coach
Demps, Tammy	Assistant Principal
Randolph, Michael	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.
- Active participation in the Florida Teen Reads Program school-wide; coordinated through the Media Specialist
- Conducts parent/community night activities related to literacy
- Participates in Celebrate Literacy Week

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.

The master schedule is developed to provide teachers with adequate time to collaborate and plan lessons through common planning time once a week for all content areas. There are two types of Professional Learning Communities that meet each month during early release days for teachers to discuss and analyze what students are learning and what strategies or adjustments can be implemented if data and trends are indicating that learning is not occurring. Cross-curricular Professional Learning Communities meet on the second Wednesday of each month to allow teachers within different content areas to gather and share instructional best practices that would benefit students that teachers share within the grade level and/or discipline. Content area Professional Learning Communities meet on the third Wednesday of each month to review student products and engage in further learning to enhance instruction and student learning. Collaborative Planning Time is structured to allow teachers of FSA/EOC tested areas a dedicated day every four to six weeks to support the school's instructional initiative to use annotation, student discourse, and formative assessment as an tools to increase learning experiences for our students that expose them to challenging text and enable instruction and student tasks to be aligned to the standard.. This time is also used to enable teachers to analyze student work products as a means of determining the instructional adjustments are needed to the scope and sequence to address any identified learning gaps. Time within each collaborative planning day is devoted to professional learning that the instructional coaches facilitate or district technical assistance provided by the Regional Two office, Curriculum, Professional Development, and/or Teaching and Learning departments. The Instructional Coaches make up the PLUS team that pushes into classes to allow for additional collaborative planning time, up to a full day on a four to six week basis, for Algebra I, Geometry, ELA 1 and 2. This year, collaboration time will be shared alternatively between Biology and Environmental Science and US History and World History. In addition to planning, this time will also be set aside for lesson study, technical assistance from the district, collaboration with other area schools, and site-based learning walks. Collaborative Planning funds will also be utilized for Advanced Placement teachers to collaborate with other district Advanced Placement teachers in October, January, and March to receive conceptual support and best strategies. When feasible and when coaches are needed to facilitate collaborative planning time, the use of substitutes are used to push in and provide class coverage for teachers participating in collaborative planning. Teachers are also provided with time monthly during the fourth Wednesday 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 Job Fair
2. Participation in Lake County Schools Virtual Job Fair

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. Monthly meetings are held every month with teachers new to the campus to review school-wide procedures, review best instructional practices, and monitor progress on completing requirements necessary for being Highly Qualified.

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 and faculty. The school team consists of the administrator, instructional coaches, and teacher leaders. The Administration, Literacy Coach, and teacher leaders attend Content Area Professional Development sessions sponsored by Academic Interventions, Curriculum, and Professional Development that are designed to ensure teachers have the adequate skills and resources to deliver instruction aligned to the standards across content area. The school receives district support via the Regional Director and from program specialists in the Regional Two office, Curriculum, Academic Interventions, Professional Development, and Curriculum departments to assist in helping teachers deconstruct standards and implement instructional strategies that promote higher order thinking. School Administration and instructional coaches conduct walkthroughs on a weekly basis and collect data that identify trends discussed in instructional coach meetings. Coaches meet with teachers to discuss instructional adjustments using state item specifications and district blueprints to drive short and long-term planning.

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 Literacy Coach and Math Coach 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. Leesburg High also uses USA Test Prep to create tests that are used by teachers in FSA/EOC tested areas as formative assessments to determine students' progress on achieving mastery on the standards. Teachers also use the Eduphoria platform to create test that also serves teachers as a means of gathering formative assessment data.

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 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: 86,400

HOPE(Helping Our Pupils Excel) Academy is in its second year as an intervention strategy to assist students in maintaining their work and grades in an after school format as a means to recover credit through Edgenuity to regain an on-track status for graduation.. This provides an opportunity for students to maintain a full schedule during the school day and still use additional time after school to continue or take additional coursework. Additional headphones and Chromebooks are needed in order to provide students with greater access to resources to access credit recovery classes

Strategy Rationale

If students are provided the resources and opportunity to complete coursework that will enable students to recover credit, then there will be an increase in the number of level one and two students that can be on track for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Byfield, Porshiale, byfieldp@lake.k12.fl.us

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

Skyward grade reports
Edgenuity completion reports
Lab facilitator completion spreadsheets

Strategy: Extended School Year

Minutes added to school year: 7,200

Teacher Collaboration time for creating and writing scope and sequences and lesson plans. Minutes are also allotted for teachers to attend professional development that would assist in enhancing instruction targeting level one and two students

Strategy Rationale

The more opportunities teachers have for collaboration and professional development, teachers will expand their skill set that will benefit the students they teach.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Randolph, Michael, randolphm@lake.k12.fl.us

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

FSA score reports
Eduphoria reports
True North Logic transcripts

Strategy: After School Program

Minutes added to school year: 11,600

Title I Tutoring for core academic areas for students to receive additional support and guidance to maintain grades and keep up with grades and advanced placement students that are preparing for AP Exams

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

Clark, Tessa, clarkt@lake.k12.fl.us

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

- Sylvan ACT practice scores
- PSAT scores
- SAT scores
- Lake Standards Assessment baseline and midyear
- 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 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.

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. The program needs individuals that can be hired to serve as tutors that will assist in helping students gain a deeper understanding of their work at least twice a week in tutorials.

-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 the Career Technical Education Department to promote career awareness through its establishment of student internships and academy meetings. Each teacher establishes a monthly meeting that 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:

Agriscience Foundations I-Agritechnology Certification, Agricultural Mechanics Certification, and Animal Science Certification

Agritechnology 1- Agritechnology Certification, Agricultural Mechanics Certification, and Animal

Science Certification
Agritechnology 2-Agritechnology Certification, Agricultural Mechanics Certification, and Animal Science Certification
Agriculture, Food and Natural Resources DS (1,2,3)-Agritechnology Certification, Agricultural Mechanics Certification, and Animal Science Certification
Allied Health Assisting 3-Certified Medical Administrative Assistant
Nursing Assistant/Health Science Education DS- Certified Nursing Assistant
Building Construction Technology-NCCER Construction Technology-Level 1
Culinary Arts 1, 2,3, and 4- Certified Food Protection Manager (ServSafe)
Digital Design I-CIW-Internet Business Associate/Adobe Certified Associate- Photoshop
Digital Design 2,3, and 4-Adobe Certified Associate-Photoshop, Premier Pro, and Illustrator
Intro to Engineering Design-Certified Solidworks Associate-Academic
Principles of Engineering- Certified Solidworks Associate-Academic
Digital Electronics-Certified Solidworks Associate-Academic
Intro to Horticulture 2-Certified Horticulture Professional, Animal Science Certification, Agritechnology Certification, Agrimechanics Certification
Horticulture Science 3- Certified Horticulture Professional, Animal Science Certification, Agritechnology Certification, Agrimechanics Certification
Digital Information Technology- CIW Internet Business Associate

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 with the assistance of AVID tutors that assists students in understanding coursework during tutorials..

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.

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.** By utilizing EWS data, Leesburg High School will target all 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 via authentic literacy in all content areas for all students.
- G3.** By utilizing and implementing various acceleration systems, Leesburg High will ensure all students are college and/or career ready upon graduation.

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 all students to increase engaged behaviors in order to maintain a safe and supportive school environment for all students. **1a**

G097885

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	62.0
Algebra I EOC Pass Rate	62.0
Attendance rate	95.0
4-Year Grad Rate (Standard Diploma)	80.0
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, PBS Facilitator, SOP Committee Graduation Facilitator.

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 8/10/2017 to 5/25/2018

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 Positive Behavior Support progress school-wide.

Person Responsible

Karla Clark

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

progress reports, Skyward Data-GPA, infraction report, report card, Skyward AB report, Bee Buck tracking data spreadsheet

Plan to Monitor Progress Toward G1. 8

Teacher attendance data will be collected to track teacher absence effect on student learning.

Person Responsible

Michael Randolph

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Skyward reports, Instructional Summary reports

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

G097886

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	62.0
FSA Mathematics Achievement	62.0
Attendance rate	95.0
Bio I EOC Level 3	62.0
ELA/Reading Lowest 25% Gains	62.0
Math Lowest 25% Gains	62.0
ELA/Reading Gains	62.0
Math Gains	62.0

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**

A Site-based assessment of CWT data will be conducted to evaluate common planning effectiveness on students' understanding and processing of standards-based content.

Person Responsible

Michael Randolph

Schedule

Semiannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/8/2017 to 5/24/2018

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

G3. By utilizing and implementing various acceleration systems, Leesburg High will ensure all students are college and/or career ready upon graduation. 1a

G097887

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0
AP Exam Passing Rate	40.0
CTE Industry Certification Exam Participation	75.0
CTE Industry Certification Exam Passing Rate	60.0
ACT Reading	84.0

Targeted Barriers to Achieving the Goal 3

- Infrequent tracking of student progress leading to graduation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, Graduation coach, MTSS Coach, Guidance Counselors, Early Warning Systems data, Sylvan ACT Prep program, Decision Ed data, Eduphoria data, USA Test Prep

Plan to Monitor Progress Toward G3. 8

Data from PERT, ACT, SAT, and CTE will be collected and analyzed during biweekly graduation facilitator meetings.

Person Responsible

Michael Randolph

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Graduation tracking dashboard, PERT reports, ACT/SAT score reports, industry certification data

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 all students to increase engaged behaviors in order to maintain a safe and supportive school environment for all students. 1

G097885

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

B263190

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

S278703

Strategy Rationale

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

Action Step 1 5

Collaboration with Safe Schools Department to make adjustments to HOPE for the 17-18 school year

Person Responsible

Porshiale Byfield

Schedule

Weekly, from 8/10/2017 to 8/30/2017

Evidence of Completion

email correspondence, Title I Budget Plan, HOPE Program evaluation

Action Step 2 5

Implement a system and protocol for timely communication between facilitator and teachers

Person Responsible

Tessa Clark

Schedule

On 8/10/2017

Evidence of Completion

Communication Guide and log, HOPE lesson plans, protocol checklist

Action Step 3 5

Review and revise discipline matrix

Person Responsible

Cynthia Ortiz

Schedule

On 8/10/2017

Evidence of Completion

Discipline matrix, email correspondence, Skyward discipline reports

Action Step 4 5

Maintain tracking sheet for consequences serviced through HOPE

Person Responsible

Cynthia Ortiz

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Tracking sheet, email correspondence program evaluation rubric, teacher and counselor's log

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

Administration will follow an ongoing walkthrough schedule for progress monitoring.

Person Responsible

Michael Randolph

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Communication log, Skyward discipline reports, supervision schedules, Learning Walk logs and feedback

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

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

Person Responsible

Porshialee Byfield

Schedule

Weekly, from 8/30/2017 to 5/24/2018

Evidence of Completion

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

G1.B1.S2 We will utilize our site-based Positive Behavior System to increase a safe and supportive school environment for all students. 4

S278704

Strategy Rationale

If we utilize Positive Behavior Supports, there will be an increase in student engagement, a reduction of off-task behavior, and a higher graduation rater.

Action Step 1 5

Implement positive behavior supports and incentive program for students..

Person Responsible

Karla Clark

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Bee Buck Teacher tracking sheet; Bee Buck Store student traffic data; Bee Buck Documentation; teacher call logs, SAI budget workbook

Action Step 2 5

Implement quarterly student recognition program for grades and attendance

Person Responsible

Karla Clark

Schedule

Quarterly, from 8/10/2017 to 5/26/2018

Evidence of Completion

Attendance reports, report cards, Skyward GPA and Grade Reports

Action Step 3 5

Implement school-wide use of Standard Operating Procedures to create a consistent environment focused on learning.

Person Responsible

Cynthia Ortiz

Schedule

Quarterly, from 8/10/2017 to 5/19/2018

Evidence of Completion

SOP Committee notes, email communication, Jacket Weekly correspondence, Skyward Attendance data, Skyward Discipline Reports

Action Step 4 5

Conduct grade level meetings to outline school-wide expectations

Person Responsible

Michael Randolph

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Grade level powerpoints, leadership agenda minutes, SOP posters

Action Step 5 5

Implement faculty recognition program to increase attendance.

Person Responsible

Michael Randolph

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Bee Buck Teacher tracking sheet; Bee Buck Store student traffic data; Bee Buck Documentation; teacher call logs

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

Meet with facilitator to review tracking data of teacher usage of Bee Buck system

Person Responsible

Karla Clark

Schedule

Monthly, from 8/10/2017 to 5/19/2018

Evidence of Completion

Bee Buck usage spreadsheet; Bee Buck Store student visit data

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

SOP Committee meetings to review SOP progress on learning environment.

Person Responsible

Cynthia Ortiz

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Skyward Infraction Reports, Attendance reports

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

Administration meetings weekly to review teacher attendance

Person Responsible

Michael Randolph

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Decision Ed Instructional summary reports, Skyward teacher reports, daily attendance list

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

Leadership team will review SOP, PBS, and teacher data submitted to determine next steps to increased engaged behavior.

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/10/2017 to 5/19/2018

Evidence of Completion

Leadership Team Agenda, HIVE Leadership agenda; Skyward attendance and discipline reports

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

G097886

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

B263192

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

S278705

Strategy Rationale

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

Action Step 1 5

Introduce Common Planning expectations and Wednesday schedule for PLC and additional planning time to faculty.

Person Responsible

Michael Randolph

Schedule

On 8/3/2017

Evidence of Completion

master schedule, teacher preplanning agenda

Action Step 2 5

Create common planning weekly schedule in all core content areas

Person Responsible

Tammy Demps

Schedule

On 8/3/2017

Evidence of Completion

Master schedule indicating common planning schedule for all core content areas

Action Step 3 5

Common planning will be facilitated by lead teacher and/or department head for focus on planning standards-based lessons incorporating annotation, accountable talk, and formative assessments

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Common plan agenda minutes, lesson plans

Action Step 4 5

Instructional personnel conduct student data chats at least once on a quarterly basis

Person Responsible

Michael Randolph

Schedule

Quarterly, from 8/8/2017 to 5/24/2018

Evidence of Completion

student data chat form, parent call logs, progress reports, report cards

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

Administration will conduct CWT two hours daily to monitor implementation of annotation, accountable talk, and formative assessment use increased student engagement and understanding.

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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 8/8/2017 to 5/24/2018

Evidence of Completion

Common planning minutes, Master Schedule

G2.B2.S2 We will develop an expectation of teachers to implement the use of annotation, accountable talk, and formative assessments with students ninety percent school-wide on a daily basis within their lessons. 4

S278706

Strategy Rationale

If students are exposed to annotation, accountable talk, and formative assessments, then students will have a deeper understanding and purpose for learning and increase their application of standards-based content.

Action Step 1 5

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

Person Responsible

Michael Randolph

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

data chat logs

Action Step 2 5

Ensure all common planning periods are posted and built into the master schedule.

Person Responsible

Tammy Demps

Schedule

On 8/10/2017

Evidence of Completion

master schedule

Action Step 3 5

Establish a Professional Development Committee to determine and deliver the site-based training for the school year.

Person Responsible

Tammy Demps

Schedule

Triannually, from 8/3/2017 to 8/3/2017

Evidence of Completion

PD committee agenda, PD Plan, Faculty PD agenda, Leadership agenda

Action Step 4 5

Establish cross curricular Professional Learning Communities to support monthly site based training.

Person Responsible

Michael Randolph

Schedule

Monthly, from 10/11/2017 to 5/9/2018

Evidence of Completion

PLC log, Professional Development plan, Leadership Coach agenda, site-based PD agenda

Action Step 5 5

Establish collaborative planning day schedule for Algebra I, Geometry, ELA I, ELA II, Biology, US History, and AP teachers to meet at least bimonthly and/or monthly basis utilizing Collaborative Planning funds.

Person Responsible

Kimberly Perkins

Schedule

Monthly, from 10/2/2017 to 3/30/2018

Evidence of Completion

Collaborative Planning Schedule, Collaborative Planning sign in sheets, Collaborative Planning agenda

Action Step 6 5

Conduct monthly content PLC's for teachers to review formative assessment data and access student transfer using student artifacts

Person Responsible

Michael Randolph

Schedule

Monthly, from 10/18/2017 to 5/16/2018

Evidence of Completion

PLC logs, teacher data notebooks, student data notebooks, Eduphoria reports, USA Test Prep reports, Achieve 3000 data, Decisions Ed data

Action Step 7 5

Site-based professional development offered to LHS teachers during the first Wednesday of each month to deepen instructional practice.

Person Responsible

Michael Randolph

Schedule

Monthly, from 8/16/2017 to 4/4/2018

Evidence of Completion

Faculty meeting agendas, sign-in sheets, presentation hard copies

Action Step 8 5

Off-site Professional Development and training are offered for faculty to attend as needed to improve instructional practice and standards-based feedback capacity.

Person Responsible

Michael Randolph

Schedule

Semiannually, from 11/1/2017 to 6/15/2018

Evidence of Completion

Agendas, learning walk data, True North Logic transcripts, Decision Ed reports

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

Master Schedule, common planning minutes, Leadership meeting agenda, Instructional Coaches meeting agenda

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

Leadership will conduct daily CWT's to measure impact of common planning on increasing learning opportunities for students.

Person Responsible

Michael Randolph

Schedule

Weekly, from 9/12/2017 to 5/24/2018

Evidence of Completion

CWT Tool, CWT data, data chat logs, progress reports, Decision Ed reports

G3. By utilizing and implementing various acceleration systems, Leesburg High will ensure all students are college and/or career ready upon graduation. 1

G097887

G3.B2 Infrequent tracking of student progress leading to graduation 2

B263194

G3.B2.S1 A Senior on-track dashboard will be utilized to collaboratively progress monitor students toward completion of graduation requirements leading to college and career readiness. 4

S278708

Strategy Rationale

Collaboration in progress monitoring will reduce the number of students not on target for graduation.

Action Step 1 5

Hire a Graduation Facilitator to assist in tracking

Person Responsible

Michael Randolph

Schedule

On 5/24/2018

Evidence of Completion

Search soft application, references, outline of job expectations

Action Step 2 5

Meet with Graduation facilitator biweekly to progress monitor Junior and Senior cohort class.

Person Responsible

Michael Randolph

Schedule

Biweekly, from 10/2/2017 to 5/24/2018

Evidence of Completion

Graduation tracker for Junior and Senior cohort, senior/junior data chat logs

Action Step 3 5

Acquire headset materials using SAI funds to equip the HOPE credit recovery lab to assist students in using Edgenuity for getting on-track for graduation.

Person Responsible

Porshialee Byfield

Schedule

On 5/24/2018

Evidence of Completion

master schedule, HOPE data, Skyward grade reports, Edgenuity completion reports

Action Step 4 5

Identify and schedule Juniors and Seniors into career technical course to increase acceleration participation.

Person Responsible

Tammy Demps

Schedule

On 7/31/2017

Evidence of Completion

master schedule, senior acceleration participation tracking sheet

Action Step 5 5

Implement after school tutoring to include AP students to assist with increasing AP exam score.

Person Responsible

Tessa Clark

Schedule

Daily, from 9/5/2017 to 4/27/2018

Evidence of Completion

Title I tutoring sign in sheets

Action Step 6 5

Implement use of Khan Academy in FSA/EOC content tested areas and AP courses

Person Responsible

Michael Randolph

Schedule

Biweekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

lesson plans, common plan minutes, leadership agenda, progress reports

Action Step 7 5

Implement testing schedule for CTE students to allow for multiple opportunities to earn industry certification

Person Responsible

Porshialee Byfield

Schedule

Monthly, from 11/6/2017 to 5/24/2018

Evidence of Completion

CTE testing schedule, certification data

Action Step 8 5

Attend workshop and professional development training to develop action plan for leadership growth and implementation plan for increased student opportunities for rigorous coursework through AICE/AP and other various acceleration programs.

Person Responsible

Carlos Celis

Schedule

Every 2 Months, from 9/20/2017 to 6/15/2018

Evidence of Completion

Sign in sheets, workshop agendas, AICE development plan

Action Step 9 5

Restructure timetable for students to complete PERT test to provide additional opportunities for meeting Algebra I EOC requirement

Person Responsible

Carlos Celis

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

PERT student list, graduation tracker, Skyward test requirement data

Action Step 10 5

Acquire Chromebooks and testing materials to provide lower quartile students additional opportunities to practice content standards and skills for retaking test necessary to meet graduation requirements.

Person Responsible

Michael Randolph

Schedule

On 10/31/2017

Evidence of Completion

SAI workbook, Destiny inventory sheet, Eduphoria data, Decisions Ed data, MTSS monitoring data

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

Develop and maintain a graduation tracking dashboard for supporting work to increase graduation rate

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Graduation tracking dashboard, leadership meetings

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

Administration, Guidance, and Graduation Facilitator will analyzed data from PERT, ACT, SAT, and CTE will weekly.

Person Responsible

Michael Randolph




Schedule

Weekly, from 8/8/2017 to 5/24/2018

Evidence of Completion

Graduation tracking dashboard, PERT reports, ACT/SAT score reports, industry certification data, Leadership meeting agenda

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					
G2.B2.S2.MA1  M405745	Administration will develop and utilize an administrative schedule for attending and supporting...	Demps, Tammy	8/8/2016	Master Schedule, common planning minutes, Leadership meeting agenda, Instructional Coaches meeting agenda	5/24/2017 weekly
G3.B2.S1.A4  A375503	Identify and schedule Juniors and Seniors into career technical course to increase acceleration...	Demps, Tammy	7/31/2017	master schedule, senior acceleration participation tracking sheet	7/31/2017 one-time
G2.B2.S1.A1  A375486	Introduce Common Planning expectations and Wednesday schedule for PLC and additional planning time...	Randolph, Michael	8/3/2017	master schedule, teacher preplanning agenda	8/3/2017 one-time
G2.B2.S1.A2  A375487	Create common planning weekly schedule in all core content areas	Demps, Tammy	8/3/2017	Master schedule indicating common planning schedule for all core content areas	8/3/2017 one-time
G2.B2.S2.A3  A375492	Establish a Professional Development Committee to determine and deliver the site-based training for...	Demps, Tammy	8/3/2017	PD committee agenda, PD Plan, Faculty PD agenda, Leadership agenda	8/3/2017 triannually
G1.B1.S1.A2  A375478	Implement a system and protocol for timely communication between facilitator and teachers	Clark, Tessa	8/10/2017	Communication Guide and log, HOPE lesson plans, protocol checklist	8/10/2017 one-time
G1.B1.S1.A3  A375479	Review and revise discipline matrix	Ortiz, Cynthia	8/10/2017	Discipline matrix, email correspondence, Skyward discipline reports	8/10/2017 one-time
G2.B2.S2.A2  A375491	Ensure all common planning periods are posted and built into the master schedule.	Demps, Tammy	8/10/2017	master schedule	8/10/2017 one-time
G1.B1.S1.A1  A375477	Collaboration with Safe Schools Department to make adjustments to HOPE for the 17-18 school year	Byfield, Porshialee	8/10/2017	email correspondence, Title I Budget Plan, HOPE Program evaluation	8/30/2017 weekly
G3.B2.S1.A10  A375509	Acquire Chromebooks and testing materials to provide lower quartile students additional...	Randolph, Michael	10/9/2017	SAI workbook, Destiny inventory sheet, Eduphoria data, Decisions Ed data, MTSS monitoring data	10/31/2017 one-time
G2.B2.S2.A5  A375494	Establish collaborative planning day schedule for Algebra I, Geometry, ELA I, ELA II, Biology, US...	Perkins, Kimberly	10/2/2017	Collaborative Planning Schedule, Collaborative Planning sign in sheets, Collaborative Planning agenda	3/30/2018 monthly
G2.B2.S2.A7  A375496	Site-based professional development offered to LHS teachers during the first Wednesday of each...	Randolph, Michael	8/16/2017	Faculty meeting agendas, sign-in sheets, presentation hard copies	4/4/2018 monthly
G3.B2.S1.A5  A375504	Implement after school tutoring to include AP students to assist with increasing AP exam score.	Clark, Tessa	9/5/2017	Title I tutoring sign in sheets	4/27/2018 daily
G2.B2.S2.A4  A375493	Establish cross curricular Professional Learning Communities to support monthly site based training.	Randolph, Michael	10/11/2017	PLC log, Professional Development plan, Leadership Coach agenda, site-based PD agenda	5/9/2018 monthly
G2.B2.S2.A6  A375495	Conduct monthly content PLC's for teachers to review formative assessment data and access student...	Randolph, Michael	10/18/2017	PLC logs, teacher data notebooks, student data notebooks, Eduphoria reports, USA Test Prep reports, Achieve 3000 data, Decisions Ed data	5/16/2018 monthly
G1.B1.S2.MA1  M405735	Leadership team will review SOP, PBS, and teacher data submitted to determine next steps to...	Randolph, Michael	8/10/2017	Leadership Team Agenda, HIVE Leadership agenda; Skyward attendance and discipline reports	5/19/2018 weekly
G1.B1.S2.MA1  M405736	Meet with facilitator to review tracking data of teacher usage of Bee Buck system	Clark, Karla	8/10/2017	Bee Buck usage spreadsheet; Bee Buck Store student visit data	5/19/2018 monthly
G1.B1.S2.A3  A375483	Implement school-wide use of Standard Operating Procedures to create a consistent environment...	Ortiz, Cynthia	8/10/2017	SOP Committee notes, email communication, Jacket Weekly	5/19/2018 quarterly

Lake - 0161 - Leesburg High School - 2017-18 SIP
Leesburg High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				correspondence, Skyward Attendance data, Skyward Discipline Reports	
G2.MA1 M405746	A Site-based assessment of CWT data will be conducted to evaluate common planning effectiveness on...	Randolph, Michael	8/10/2017	CWT data, common plan agenda, student product samples, PLC binders, data chat logs, LSA data, formative assessment data	5/24/2018 semiannually
G2.MA2 M405747	Classroom walkthrough data will be collected to determine the effectiveness of targeted feedback...	Randolph, Michael	8/8/2017	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	5/24/2018 weekly
G3.MA1 M405750	Data from PERT, ACT, SAT, and CTE will be collected and analyzed during biweekly graduation...	Randolph, Michael	8/10/2017	Graduation tracking dashboard, PERT reports, ACT/SAT score reports, industry certification data	5/24/2018 biweekly
G1.B1.S1.MA1 M405733	Leadership will utilize evaluation plan checklist and HOPE protocols to determine the impact of...	Byfield, Porshiale	8/30/2017	Evaluation plan, evaluation checklist and protocol, Decision Ed and Skyward OSS discipline reports	5/24/2018 weekly
G1.B1.S1.MA1 M405734	Administration will follow an ongoing walkthrough schedule for progress monitoring.	Randolph, Michael	8/10/2017	Communication log, Skyward discipline reports, supervision schedules, Learning Walk logs and feedback	5/24/2018 daily
G1.B1.S1.A4 A375480	Maintain tracking sheet for consequences serviced through HOPE	Ortiz, Cynthia	8/10/2017	Tracking sheet, email correspondence program evaluation rubric, teacher and counselor's log	5/24/2018 weekly
G2.B2.S1.MA1 M405742	Common planning schedule will be created and implemented	Demps, Tammy	8/8/2017	Common planning minutes, Master Schedule	5/24/2018 weekly
G2.B2.S1.MA1 M405743	Administration will conduct CWT two hours daily to monitor implementation of annotation,...	Randolph, Michael	8/10/2017	CWT tool, common planning minutes, CWT data	5/24/2018 weekly
G2.B2.S1.A3 A375488	Common planning will be facilitated by lead teacher and/or department head for focus on planning...	Randolph, Michael	8/15/2017	Common plan agenda minutes, lesson plans	5/24/2018 weekly
G2.B2.S1.A4 A375489	Instructional personnel conduct student data chats at least once on a quarterly basis	Randolph, Michael	8/8/2017	student data chat form, parent call logs, progress reports, report cards	5/24/2018 quarterly
G3.B2.S1.MA1 M405748	Administration, Guidance, and Graduation Facilitator will analyzed data from PERT, ACT, SAT, and...	Randolph, Michael	8/8/2017	Graduation tracking dashboard, PERT reports, ACT/SAT score reports, industry certification data, Leadership meeting agenda	5/24/2018 weekly
G3.B2.S1.MA1 M405749	Develop and maintain a graduation tracking dashboard for supporting work to increase graduation rate	Randolph, Michael	8/10/2017	Graduation tracking dashboard, leadership meetings	5/24/2018 weekly
G3.B2.S1.A1 A375500	Hire a Graduation Facilitator to assist in tracking	Randolph, Michael	10/2/2017	Search soft application, references, outline of job expectations	5/24/2018 one-time
G3.B2.S1.A2 A375501	Meet with Graduation facilitator biweekly to progress monitor Junior and Senior cohort class.	Randolph, Michael	10/2/2017	Graduation tracker for Junior and Senior cohort, senior/junior data chat logs	5/24/2018 biweekly
G3.B2.S1.A3 A375502	Acquire headset materials using SAI funds to equip the HOPE credit recovery lab to assist students...	Byfield, Porshiale	8/10/2017	master schedule, HOPE data, Skyward grade reports, Edgenuity completion reports	5/24/2018 one-time
G3.B2.S1.A6 A375505	Implement use of Khan Academy in FSA/EOC content tested areas and AP courses	Randolph, Michael	9/5/2017	lesson plans, common plan minutes, leadership agenda, progress reports	5/24/2018 biweekly
G3.B2.S1.A7 A375506	Implement testing schedule for CTE students to allow for multiple opportunities to earn industry...	Byfield, Porshiale	11/6/2017	CTE testing schedule, certification data	5/24/2018 monthly
G3.B2.S1.A9 A375508	Restructure timetable for students to complete PERT test to provide additional opportunities for...	Celis, Carlos	8/10/2017	PERT student list, graduation tracker, Skyward test requirement data	5/24/2018 every-2-months

Lake - 0161 - Leesburg High School - 2017-18 SIP
Leesburg High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A4 A375484	Conduct grade level meetings to outline school-wide expectations	Randolph, Michael	8/14/2017	Grade level powerpoints, leadership agenda minutes, SOP posters	5/24/2018 quarterly
G1.B1.S2.A5 A375485	Implement faculty recognition program to increase attendance.	Randolph, Michael	8/10/2017	Bee Buck Teacher tracking sheet; Bee Buck Store student traffic data; Bee Buck Documentation; teacher call logs	5/24/2018 monthly
G2.B2.S2.MA1 M405744	Leadership will conduct daily CWT's to measure impact of common planning on increasing learning...	Randolph, Michael	9/12/2017	CWT Tool, CWT data, data chat logs, progress reports, Decision Ed reports	5/24/2018 weekly
G2.B2.S2.A1 A375490	Expectation and protocol will be established for teachers to conduct regular data chats with...	Randolph, Michael	8/10/2017	data chat logs	5/24/2018 quarterly
G1.MA1 M405739	Alternative suspension evaluation data, and communication logs will be collected and evaluated to...	Byfield, Porshiale	8/10/2017	Completed Alternative suspension evaluation tool, communication logs, Decision Ed, Skyward reports	5/25/2018 monthly
G1.MA2 M405740	Discipline and academic data will be collected to track Positive Behavior Support progress...	Clark, Karla	8/10/2017	progress reports, Skyward Data-GPA, infraction report, report card, Skyward AB report, Bee Buck tracking data spreadsheet	5/25/2018 monthly
G1.B1.S2.MA3 M405737	SOP Committee meetings to review SOP progress on learning environment.	Ortiz, Cynthia	8/10/2017	Skyward Infraction Reports, Attendance reports	5/25/2018 quarterly
G1.B1.S2.A1 A375481	Implement positive behavior supports and incentive program for students..	Clark, Karla	8/10/2017	Bee Buck Teacher tracking sheet; Bee Buck Store student traffic data; Bee Buck Documentation; teacher call logs, SAI budget workbook	5/25/2018 monthly
G1.B1.S2.A2 A375482	Implement quarterly student recognition program for grades and attendance	Clark, Karla	8/10/2017	Attendance reports, report cards, Skyward GPA and Grade Reports	5/26/2018 quarterly
G1.MA3 M405741	Teacher attendance data will be collected to track teacher absence effect on student learning.	Randolph, Michael	9/5/2017	Skyward reports, Instructional Summary reports	5/31/2018 weekly
G1.B1.S2.MA4 M405738	Administration meetings weekly to review teacher attendance	Randolph, Michael	9/5/2017	Decision Ed Instructional summary reports, Skyward teacher reports, daily attendance list	5/31/2018 weekly
G3.B2.S1.A8 A375507	Attend workshop and professional development training to develop action plan for leadership growth...	Celis, Carlos	9/20/2017	Sign in sheets, workshop agendas, AICE development plan	6/15/2018 every-2-months
G2.B2.S2.A8 A375497	Off-site Professional Development and training are offered for faculty to attend as needed to...	Randolph, Michael	11/1/2017	Agendas, learning walk data, True North Logic transcripts, Decision Ed reports	6/15/2018 semiannually

V. Professional Development Opportunities

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

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

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

G2.B2.S2 We will develop an expectation of teachers to implement the use of annotation, accountable talk, and formative assessments with students ninety percent school-wide on a daily basis within their lessons.

PD Opportunity 1

Establish a Professional Development Committee to determine and deliver the site-based training for the school year.

Facilitator

Demps, Tammy

Participants

Leesburg High School teachers

Schedule

Triannually, from 8/3/2017 to 8/3/2017

PD Opportunity 2

Establish cross curricular Professional Learning Communities to support monthly site based training.

Facilitator

Michael Randolph

Participants

Leesburg High School faculty

Schedule

Monthly, from 10/11/2017 to 5/9/2018

PD Opportunity 3

Establish collaborative planning day schedule for Algebra I, Geometry, ELA I, ELA II, Biology, US History, and AP teachers to meet at least bimonthly and/or monthly basis utilizing Collaborative Planning funds.

Facilitator

Tammy Demps

Participants

Algebra I, Geometry, ELA I, ELA II, Biology, US History, and all Advanced Placement teachers

Schedule

Monthly, from 10/2/2017 to 3/30/2018

PD Opportunity 4

Conduct monthly content PLC's for teachers to review formative assessment data and access student transfer using student artifacts

Facilitator

Tammy Demps

Participants

Content area teachers

Schedule

Monthly, from 10/18/2017 to 5/16/2018

PD Opportunity 5

Site-based professional development offered to LHS teachers during the first Wednesday of each month to deepen instructional practice.

Facilitator

Michael Randolph

Participants

Leesburg High School Teachers and Teacher's Assistants

Schedule

Monthly, from 8/16/2017 to 4/4/2018

PD Opportunity 6

Off-site Professional Development and training are offered for faculty to attend as needed to improve instructional practice and standards-based feedback capacity.

Facilitator

Michael Randolph

Participants

Leesburg High School faculty members of FSA/EOC tested areas; administration

Schedule

Semiannually, from 11/1/2017 to 6/15/2018

VII. Budget

1	G1.B1.S1.A1	Collaboration with Safe Schools Department to make adjustments to HOPE for the 17-18 school year	\$0.00
2	G1.B1.S1.A2	Implement a system and protocol for timely communication between facilitator and teachers	\$0.00
3	G1.B1.S1.A3	Review and revise discipline matrix	\$0.00
4	G1.B1.S1.A4	Maintain tracking sheet for consequences serviced through HOPE	\$0.00
5	G1.B1.S2.A1	Implement positive behavior supports and incentive program for students..	\$0.00
6	G1.B1.S2.A2	Implement quarterly student recognition program for grades and attendance	\$0.00
7	G1.B1.S2.A3	Implement school-wide use of Standard Operating Procedures to create a consistent environment focused on learning.	\$0.00
8	G1.B1.S2.A4	Conduct grade level meetings to outline school-wide expectations	\$0.00
9	G1.B1.S2.A5	Implement faculty recognition program to increase attendance.	\$0.00
10	G2.B2.S1.A1	Introduce Common Planning expectations and Wednesday schedule for PLC and additional planning time to faculty.	\$0.00
11	G2.B2.S1.A2	Create common planning weekly schedule in all core content areas	\$0.00
12	G2.B2.S1.A3	Common planning will be facilitated by lead teacher and/or department head for focus on planning standards-based lessons incorporating annotation, accountable talk, and formative assessments	\$0.00
13	G2.B2.S1.A4	Instructional personnel conduct student data chats at least once on a quarterly basis	\$0.00
14	G2.B2.S2.A1	Expectation and protocol will be established for teachers to conduct regular data chats with students	\$0.00
15	G2.B2.S2.A2	Ensure all common planning periods are posted and built into the master schedule.	\$0.00
16	G2.B2.S2.A3	Establish a Professional Development Committee to determine and deliver the site-based training for the school year.	\$0.00

17	G2.B2.S2.A4	Establish cross curricular Professional Learning Communities to support monthly site based training.	\$0.00
18	G2.B2.S2.A5	Establish collaborative planning day schedule for Algebra I, Geometry, ELA I, ELA II, Biology, US History, and AP teachers to meet at least bimonthly and/or monthly basis utilizing Collaborative Planning funds.	\$0.00
19	G2.B2.S2.A6	Conduct monthly content PLC's for teachers to review formative assessment data and access student transfer using student artifacts	\$0.00
20	G2.B2.S2.A7	Site-based professional development offered to LHS teachers during the first Wednesday of each month to deepen instructional practice.	\$0.00
21	G2.B2.S2.A8	Off-site Professional Development and training are offered for faculty to attend as needed to improve instructional practice and standards-based feedback capacity.	\$0.00
22	G3.B2.S1.A1	Hire a Graduation Facilitator to assist in tracking	\$0.00
23	G3.B2.S1.A10	Acquire Chromebooks and testing materials to provide lower quartile students additional opportunities to practice content standards and skills for retaking test necessary to meet graduation requirements.	\$0.00
24	G3.B2.S1.A2	Meet with Graduation facilitator biweekly to progress monitor Junior and Senior cohort class.	\$0.00
25	G3.B2.S1.A3	Acquire headset materials using SAI funds to equip the HOPE credit recovery lab to assist students in using Edgenuity for getting on-track for graduation.	\$0.00
26	G3.B2.S1.A4	Identify and schedule Juniors and Seniors into career technical course to increase acceleration participation.	\$0.00
27	G3.B2.S1.A5	Implement after school tutoring to include AP students to assist with increasing AP exam score.	\$0.00
28	G3.B2.S1.A6	Implement use of Khan Academy in FSA/EOC content tested areas and AP courses	\$0.00
29	G3.B2.S1.A7	Implement testing schedule for CTE students to allow for multiple opportunities to earn industry certification	\$0.00
30	G3.B2.S1.A8	Attend workshop and professional development training to develop action plan for leadership growth and implementation plan for increased student opportunities for rigorous coursework through AICE/AP and other various acceleration programs.	\$0.00
31	G3.B2.S1.A9	Restructure timetable for students to complete PERT test to provide additional opportunities for meeting Algebra I EOC requirement	\$0.00
Total:			\$0.00