

Lake County Schools

Leesburg High School



2018-19 Schoolwide Improvement Plan

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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	2017-18 Title I School Yes	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 89%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 56%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	C*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Through our collective belief, skill, and will, each Leesburg High School student will graduate with the skills necessary for success in either college/university, a career, or the military.

School Leadership Team

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, Porshialee	Assistant Principal
Clark, Karla	Assistant Principal
Hey, Galen	Instructional Coach
Perkins, Kimberly	Instructional Coach
Celis, Carlos	Assistant Principal
Ortiz, Cynthia	Dean
Bailey, Mary	Instructional Coach

Duties

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. Members of the leadership team also play a significant role in PLC's which are conducted twice a month. Members share information and strategies with teachers that are aligned to the FCIM framework and enables teachers to make instructional adjustments that will help them support the school's mission and vision in supporting students to become college, career, and military ready. 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; works in conjunction with district and school staff to provide a safe, learning environment for all students; outlines programs and initiatives to support school improvement goals; meets frequently with Graduation Facilitator to monitor graduation rate and implement plans for at-risk seniors; 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; conducts supervision and guidance in accordance with the school's efforts to implement AICE Cambridge Program.

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 site-based professional development and teacher planning opportunities; coordinate collection of MTSS data; and 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 and CTE departments to determine instructional and professional development needs for Science Achievement and Industry Certification; 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 PBIS 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 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; assists principal with coordinating and implementing the AICE Cambridge program school-wide; implement testing school schedule and coordination in conjunction with the school's Testing Coordinator; school contact for instructional materials and resources from district; and provide instructional leadership to the Math Department by conducting classroom walkthroughs and sharing in best practices in common planning; and coordinates safety initiatives in partnership with the Instructional Dean.

Ms. Perkins-Literacy Coach: Provides professional development school-wide to support authentic literacy efforts that align with the school improvement goals; facilitates ELA common planning with alignment to standards and site-based instructional initiatives; attends district Literacy Coach meetings; collaborates with administration conducting professional development and coaching; and provides student pull-out support for students identified as the lower quartile in ELA.

Mr. Hey- Math Coach: Provides professional development school-wide to support instructional initiatives that align with the school improvement goals; provides EWS systems data and maintains Math Performance Matters data to assist problem solving team; provides targeted student pullout

support in Algebra II; facilitate Math common planning and extended planning opportunities via PLC's; provide resources and tools to support Math achievement; conduct weekly classroom walkthroughs to provide timely feedback and support to teachers; coordinates student pullout for students identified as the Math lower quartile during designated intervention time.

Mrs. Bailey-Instructional Coach-Coordinates school implementation of the AICE Cambridge plan; provides EWS systems data and maintains Reading Performance Matters data to assist problem solving team provides instructional support and coaching to Reading teachers as a means to support Reading achievement; conducts weekly classroom walkthroughs to provide instructional support and feedback; facilitate Reading common planning and PLC; conduct school wide learning walkthroughs to assess and progress monitor school's instructional initiatives; provide timely feedback to teachers as well as work with teachers as part of the coaching cycle, and analyze Achieve 3000 and Sylvan data.

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. He also coordinates the College Board Advanced Placement exam testing.

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.

Early Warning Systems

Year 2017-18

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	0	108	84	101	55	348
One or more suspensions	0	0	0	0	0	0	0	0	0	0	58	33	37	19	147
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	217	199	194	101	711
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	214	250	218	86	768

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	321	276	356	223	1176

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	15	22	25	6	68
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	120	101	86	64	371

Date this data was collected

Sunday 8/12/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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	305	276	302	211	1094

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The school's graduation rate for 16-17 was 67% which was an 8% decrease from the previous 15-16 school year. This data component is a cause for concern with the 17-18 graduation rate projected to be 70.3% Improving the graduation rate is a major focus this year especially among the various subgroups rate that declined (white, ELL, and free-reduced). ELA Achievement and learning gains continue to lag behind the district and state average. ELA and Math Lowest 25th Percentile also are areas that behind the district and state average. ELA has lagged behind district and state averages since 2015, scoring at it highest 38%. It evident in Math with increasing improvement with Algebra I achievement, but a continued lag with Geometry .

Which data component showed the greatest decline from prior year?

The significant areas of decline among graduation rate were seen in Free and Reduced Lunch students, declining from 70% to 64%, a 10% decline among the White students from 78% to 68%, and ELL students grad rate decline from 50% to 36%. The was no overall significant decline in any of the content area data components compared to the prior year. However, ELA learning gains, Math lowest 25th percentile, and Science achievement showed no change from the prior year. When analyzing subgroup data, a significant decline is noticed among African American and Hispanic subgroups in the ELA lowest 25th percentile learning gains component. African American performance in this area declined from 46% to 26% and Hispanic performance declined from 43% to 35%. This same decline is shown among the ELL subgroup in Math lowest 25th percentile gains with a decline from 43% to 20%.

Which data component had the biggest gap when compared to the state average?

When compared to the state average, the biggest gap in student performance is evident with ELA achievement which reflects a nineteen percentage point performance gap. The graduation rate performance is also a concern and an area for growth compared to the state average with it only reaching 67%

Which data component showed the most improvement? Is this a trend?

Math Achievement showed the most significant improvement with a twenty percentage point gain. During the 16-17 school year the upward trend started with an eleven point increase from the previous school year.

Describe the actions or changes that led to the improvement in this area.

Leesburg High School implemented a change in Math progression with entering 9th grade students who were level one students as indicated by the 8th Grade Math performance. These students are provided

two years as opposed to one year to learn the Algebra curriculum. Incoming level two students take Algebra I paired with Intensive Math for additional exposure and practice.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	37%	49%	56%	36%	45%	52%
ELA Learning Gains	40%	49%	53%	35%	40%	46%
ELA Lowest 25th Percentile	36%	44%	44%	23%	29%	38%
Math Achievement	45%	50%	51%	29%	39%	43%
Math Learning Gains	39%	47%	48%	27%	36%	39%
Math Lowest 25th Percentile	34%	41%	45%	20%	33%	38%
Science Achievement	52%	65%	67%	55%	64%	65%
Social Studies Achievement	62%	72%	71%	60%	71%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	108 (98)	84 (93)	101 (90)	55 (64)	348 (345)
One or more suspensions	58 (64)	33 (56)	37 (35)	19 (16)	147 (171)
Course failure in ELA or Math	217 (30)	199 (32)	194 (21)	101 (5)	711 (88)
Level 1 on statewide assessment	214 (325)	250 (295)	218 (0)	86 (0)	768 (620)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	35%	46%	-11%	53%	-18%
	2017	33%	45%	-12%	52%	-19%
Same Grade Comparison		2%				
Cohort Comparison						
10	2018	36%	49%	-13%	53%	-17%
	2017	36%	45%	-9%	50%	-14%
Same Grade Comparison		0%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	50%	61%	-11%	65%	-15%
2017	50%	61%	-11%	63%	-13%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	59%	69%	-10%	68%	-9%
2017	54%	66%	-12%	67%	-13%
Compare		5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	62%	-2%	62%	-2%
2017	24%	56%	-32%	60%	-36%
Compare		36%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	32%	50%	-18%	56%	-24%
2017	31%	48%	-17%	53%	-22%
Compare		1%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	31	31	32	39	40	22	35		56	16
ELL	15	33	27	22	44	20	27	29		36	
ASN	58	40			30						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	21	30	26	32	33	34	28	50		68	23
HSP	35	34	35	43	36	29	46	48		67	42
MUL	41	59		60	45		67	76		69	
WHT	47	49	50	52	44	39	73	74		68	61
FRL	31	36	34	42	39	34	47	57		64	38
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	28	30	4	25	31	10	21		54	9
ELL	6	31	29	3	27	43	22			50	
ASN	60			55						100	55
BLK	21	38	46	15	28	30	36	40		72	21
HSP	26	36	43	23	32	34	42	51		68	35
MUL	37	35		35	37	42	55	33		71	67
WHT	46	44	31	38	42	39	65	69		78	48
FRL	29	38	37	24	33	34	46	48		70	36

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	By utilizing EWS data, Leesburg High School will target all students to increase engaged behaviors in order to maintain a safe and supportive culture for all students.
Rationale	If we utilize EWS data, there will be an increase in student engagement, focused behavior, and a higher graduation rate.
Intended Outcome	A decrease in student and teacher absenteeism by at least 15% compared to last year's data as evidenced by Performance Matters and Skyward reports; A reduction in the amount of students with a D or F in at least one course as evidenced by Performance Matters and Skyward reports; An increase in students learning via reading, writing, thinking, and speaking in 90% of the classrooms based upon Learning Walk data and student performance on formative assessments; and an increase in state assessment data in ELA and Math in proficiency, learning gains, and lower quartile gains by at least two percent in each area
Point Person	Michael Randolph (randolphm@lake.k12.fl.us)

Action Step

Description	<ol style="list-style-type: none"> 1. Faculty undergoes Restorative Practice training under the direction of Mr. Celis. 2. Collaboration between Administration, Instructional Dean, and teachers to create a Restorative Practice protocol. 3. Continued implementation of positive behavior supports and incentive program for students with a quarterly student recognition program for attendance and grades. 4. Instructional Dean will maintain tracking sheet for consequences through Dean's Office 5. Faculty will collaboratively create a collective commitment and core beliefs based upon vision set forth by Principal. 6. Administration will follow an ongoing walk-through schedule for progress monitoring culture and instruction. 7. Implement school-wide use of Standard Operating Procedures to create a consistent environment focused on learning. 8. Conduct grade level meeting to outline school-wide expectations. 9. Implement faculty recognition program to increase attendance. 11. Continued use of Positive Behavior Supports to increase attendance and support school-wide SOP's via the Bee Buck and Bee Store incentive program. 10. Administration meetings weekly to review teacher and student attendance and progress monitor incentive programs.
Person Responsible	Michael Randolph (randolphm@lake.k12.fl.us)

Plan to Monitor Effectiveness

Description	The leadership team will review Performance Matter, SOP, and Skyward data to determine next steps to increase engaged and focused behavior
Person Responsible	Michael Randolph (randolphm@lake.k12.fl.us)

Activity #2

Title With high expectations, Leesburg High School will understand, plan, deliver, and differentiate standardsbased instruction via authentic literacy to include Reading, Writing, Thinking, and Speaking on a daily basis in all content areas for all students.

Rationale If we place an emphasis focused, consistent instruction, then an increased alignment will occur through authentic literacy.

Intended Outcome At least a two percent increase will occur in ELA and Math proficiency, learning gains, and lower quartile gains. Increased evidence of authentic literacy will occur in at least ninety percent of classrooms school -wide as evidenced by Learning Walk data and Performance Matter formative assessment reports.

Point Person Michael Randolph (randolphm@lake.k12.fl.us)

Action Step

Description

- 1.Create common planning weekly schedule in all core content areas
- 2.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.
- 3.Administration will conduct CWT two hours daily to monitor implementation of annotation, accountable talk, and formative assessment use increased student engagement and understanding.
- 4.Instructional personnel conduct student data chats at least once on a quarterly basis.
5. Conduct ongoing PLC;s for teachers to review formative assessment data and access student transfer using student artifacts and formative assessment data.
6. Conduct site-based professional development offered to LHS teachers during the second Wednesday of each month to deepen instructional practice.
7. Off-site Professional Development and training are offered for faculty to attend as needed to improve instructional practice and standards-based feedback capacity.
8. Build teacher leaders and Instructional Coaches to determine and deliver the site-based training for the school year to foster and encourage teacher retention and support in meeting teacher certification requirements.
9. Implement an action and incentive plan led by Media Specialist to increase student participation in independent reading opportunities through active involvement in the Superintendent's Reading Challenge.

Person Responsible Michael Randolph (randolphm@lake.k12.fl.us)

Plan to Monitor Effectiveness

Description Leadership will conduct daily CWT's to measure impact of common planning and Professional Development on increasing authentic literacy opportunities for students.

Person Responsible Michael Randolph (randolphm@lake.k12.fl.us)

Activity #3	
Title	By utilizing and implementing various student support and acceleration systems, Leesburg High will ensure that its graduation rate reflects all students are on track and prepared for college, university, career, or military upon graduation.
Rationale	Collaboration in progress monitoring will reduce the number of students not on target for graduation.
Intended Outcome	Graduation rate will increase to at least 80% in progression of achieving district expectation of 95% as evidenced by LHS Graduation tracker.
Point Person	Michael Randolph (randolphm@lake.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue to utilize Graduation Facilitator to assist in tracking students. 2. Meet with Graduation facilitator biweekly to progress monitor Junior and Senior cohort class. 3. Identify and schedule Juniors and Seniors into career technical course to increase acceleration participation. 4. Integration of Chromebooks and other technological devices to assist students in credit recovery HOPE labs and during Intervention Time utilizing Title I funds and/or school improvements grants funds. 5. Continue use of Khan Academy in FSA/EOC content-tested areas and Advanced Placement courses. 6. Implement testing schedule for CTE students to allow for multiple opportunities to earn industry certification. 7. Implement and develop Professional Development as part of an effort to provide leadership growth and implementation plan for increased student opportunities for rigorous coursework through AICE/AP and other various acceleration programs 8. Implement a restructure plan for Guidance that enable student population needs to be addressed by alphabet rather than grade level. 9. Maintain a graduation tracking dashboard for supporting work to increase graduation rate. 10. Guidance counselors and Graduation Facilitator will conduct credit and GPA audits to monitor students graduating on time. 11. The principal will provide weekly updates to faculty and staff on projected graduation rate reflecting students graduating on time. 12. Specific December 2018 deadline provided to all seniors for completion of all Edgenuity and/or FLVS coursework designated for credit recovery and/or increasing grade point average to increase number of students on track for graduation. 13. Implementation of Virtual Lab tracker to monitor all seniors doing credit recovery with the addition of Call Log Tracker and Skipping Tracker to communicate with parents regarding the seniors progress in completing coursework for credit recovery and/or virtual lab attendance. 14. Continue use of the Sylvan ACT prep program and professional development for Intensive Language Arts teachers to provide juniors and seniors additional support in earning an concordant score for ELA FSA Assessment requirement. 15. Creation of a Construction Academy to increase CTE and career opportunities for students with the support of added personnel to include an on-site program manager and teacher's assistant. 16. Designate February as CTE Awareness Month to promote programs on site and throughout the community highlighting programs offered during the monthly Community

Breakfast and via local media to coincide with spring course registration for the 2019-2020 school year.

17. Implementation of an AICE Coordinator to track inaugural cohort of Pre-AICE students as well as provide training, support, and technical assistance to teachers identified to instruct Pre-AICE students.

18. Counselors, graduation facilitator, and administration will identify, meet, and monitor students who can find success and graduate on time with the eighteen credit option.

Person Responsible Michael Randolph (randolphm@lake.k12.fl.us)

Plan to Monitor Effectiveness

Description Administration, Guidance, and Graduation Facilitator will analyze data from PERT, ACT, SAT, and CTE will weekly. Graduation facilitator will provide frequent biweekly reports to administration and guidance from the graduation tracker on cohort's progression of seniors that are on track

Person Responsible Michael Randolph (randolphm@lake.k12.fl.us)

Activity #4	
Title	By implementing a school-wide Intervention Time, Leesburg High School will provide all students the opportunity to receive additional academic support on a consistent basis.
Rationale	Intervention time four days a week will reduce the amount of students who earn D's and F's and reduce retentions.
Intended Outcome	The number of students earning at least one D or F will decrease by at least 20% by the end of the school year.
Point Person	Michael Randolph (randolphm@lake.k12.fl.us)

Action Step	
Description	<ol style="list-style-type: none"> 1. Revise bell schedule to allow for intervention time for at least 25-30 minutes four days a week. 2. Create plan for structure of Intervention Time involving all faculty members. 3. Develop a system for students to sign up to receive help from teacher utilizing the student planners as passes for transition and attending different teacher classrooms. 4. Administration will attend Flex Time Training for Fall implementation of the system. 5. Create a schedule that will allow acceleration and club activities to utilize Intervention Time at least once a month. 6. Implement an intervention time plan for Instructional Coaches to provide support to lower quartile students in 9th and 10th grade ELA, Algebra I, and Geometry. 7. Utilize projectors and Chromebooks within Intensive Reading, Intensive Language Arts, Intensive Math, and Remediation time to support lower quartile students with additional opportunities for practice and deepening thought processes.
Person Responsible	Michael Randolph (randolphm@lake.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Administration, Guidance Counselors, and Graduation Facilitator will monitor progress towards intended outcome by reviewing student progress reports, teacher gradebook reports, and Performance Matters data during weekly Administration and Leadership Team meetings.
Person Responsible	Michael Randolph (randolphm@lake.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

LHS involves parents in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs including involvement in the decisions regarding how parental involvement funds will be used. These opportunities will be encouraged through parents joining/attending our monthly School Advisory Council (SAC) meetings and Annual Title I Meeting.

Capacity building activities will be implemented throughout the school year to improve student achievement through the combined support of the school, parents, and community. The first event of the school year is an Open House which allows parents to meet their child's teachers and discuss curriculum expectations. Open House also serves as the school's opportunity to outline the Title I Plan to parents and community stakeholders. To assist in building a positive family-school relationship, the athletic programs occurring during Open House are free of charge to students and their families. Subsequent Title I meetings will occur monthly and will address an area of student achievement to make parents aware of programs and resources available, as well as ways to assist their child with learning at home.

PFEP Link

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

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) lab 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, intervention and acceleration time has been built into the master schedule in order to provide students time within the school day to receive help and support from teachers.

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.

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.

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. In order to accomplish instructional initiatives, the following resources and activities:

- Use of Reading and Mathematics coaches as well as Literacy Coach
- Weekly common planning
- 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.
- Unbound and Odell resources and strategies for instructional supplemental support for ELA classes
- Provide professional development training school-wide during early release Wednesdays in all tested content areas focusing on the Jacket Three Initiative of Interaction with Text, Formative Assessments, and Accountable Talk.
- 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.
- Increased use of Khan Academy to reinforce students mastering concepts tested via FSA/EOC and Advanced Placement courses in an effort to increase FSA passage and concordance rates.
- Continued use of USA Test Prep in content areas as a resource for teachers to monitor progress via formative assessment.

The Leadership Team allocates funds and resources to enable technology to be purchased for the purpose of students and teachers to use it during intervention time as well as to enable each content area to have access to Chromebooks for class activities and assessments. The Leadership Team meets weekly to assess the progress of allocating resources to help the student population in addition to reviewing the actual budget to make adjustments to the overall goal of the school becoming a one-to-one campus. The Literacy Committee meets monthly to discuss resources and strategies that could be utilized to encourage more students to read independently as part of the Superintendent's Challenge. Resources as a part of this initiative are also allocated to incorporating incentives for students to maintain a high level of interest in Reading. Resources are also provided to the classroom teacher for the sole purpose of purchasing additional texts as part of classroom libraries and text supplements.

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

- The AVID program has grown considerably over the past four years. AVID is now active in all four grade levels. It serves as additional support for students that are on target to be the first in their family to graduate.
- 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. Monthly meetings promote the opportunity for teachers to receive information on industry trends 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 School and Leesburg Regional Medical Center has established a partnership to encourage mentorships for students who are a part of the Certified Nursling Program. The Culinary Arts program has several students who are working beyond the school with restaurants that provide students advanced opportunities. The school has received monies from the state for the purpose of creating a Construction Academy. This will consist of a makeover of the classroom and equipment students will use in addition to an on-site program manager and a teacher's assistant.

-Leesburg High participates in opportunities to provide students free PSAT and SAT Testing is also provided for 9th – 11th graders in an effort for students to gain a concordance score or be identified to take rigorous Advanced Placement courses. This year, the school begins offering the Cambridge AICE program starting with 63 freshmen. The Reading Coach also serves as the AICE Coordinator to ensure students and teachers have the necessary tools and resources needed to be successful.

Part V: Budget	
Total:	\$50,000.00