Leesburg High School

2019-20 Schoolwide Improvement Plan

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Leesburg High School

1401 YELLOW JACKET WAY, Leesburg, FL 34748

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

Demographics

Principal: Randolph Michael

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: C (46%) 2016-17: C (44%) 2015-16: D (40%) 2014-15: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Randolph, Michael	Principal	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 learning walks 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 AICE Cambridge Program.
Demps, Tammy	Assistant Principal	Utilize classroom learning walk data and school improvement goals to develop and coordinate professional development needs for the staff; construct and coordinate master schedule; collaborates with Guidance staff members in tracking students' graduation requirements. provide instructional leadership to the English and Reading Departments by conducting classroom learning walk 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.
Clark, Karla	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 Biology department by conducting learning walk and identifying needs for increased EOC achievement among Biology students. Coordinate and oversee Title I budget to align with instructional priorities; conducts SAC meetings with the school's Family Liaison. analyze classroom learning walk 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

Name	Title	Job Duties and Responsibilities
		Certification; provides instructional leadership to the Science Department by conducting learning walk and identifying needs for increased EOC achievement among Biology students.
Hey, Galen	Instructional 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 learning walks to provide timely feedback and support to teachers; coordinates student pullout for students identified as the Math lower quartile during designated intervention time.
Celis, Carlos	Assistant Principal	Analyzes classroom learning walk 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 learning walk and sharing in best practices in common planning; and coordinates safety initiatives in partnership with the Instructional Dean.
Griffin-Gay, Monique	Assistant Principal	Coordinates health initiatives and protocols in accordance with district guidelines; utilizes classroom data to identify trends and develop professional development needs; provide instructional leadership to Social Studies department by conducting learning walks and identifying needs for increased EOC achievement among US History students. Develops mentorship opportunities for identified students of color and lower quartile students in collaboration with Graduation Facilitator and AVID coordinator. Coordinates health initiatives and protocols in accordance with district guidelines. Serves as the administrative head over the ESE Department providing educational leadership to ESE teachers by conducting learning walks. She also maintains the support facilitation schedule and ensures students' needs are met in partnership with the ESE School Specialist.

Name	Title	Job Duties and Responsibilities
Allen, Christie	Instructional 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; conduct weekly classroom learning walks to provide timely feedback and support to teachers 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. She also serves as the school coordinator for the AICE Cambridge program.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	429	440	381	271	1521
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	57	65	36	217
One or more suspensions	0	0	0	0	0	0	0	0	0	88	64	35	17	204
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	153	87	130	30	400
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	123	264	306	149	842

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	209	234	205	139	787

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	12	22	18	6	58
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	25	29	11	74

FTE units allocated to school (total number of teacher units)
68

Date this data was collected or last updated
Monday 8/19/2019

Prior Year - 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	108	84	101	55	348
One or more suspensions	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	217	199	194	101	711
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	214	250	218	86	768

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	321	276	356	223	1176

Prior Year - 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	108	84	101	55	348
One or more suspensions	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	217	199	194	101	711
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	214	250	218	86	768

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	321	276	356	223	1176

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	34%	50%	56%	35%	46%	53%
ELA Learning Gains	32%	46%	51%	40%	45%	49%
ELA Lowest 25th Percentile	22%	33%	42%	38%	40%	41%
Math Achievement	36%	44%	51%	29%	44%	49%
Math Learning Gains	39%	45%	48%	36%	41%	44%
Math Lowest 25th Percentile	26%	36%	45%	34%	33%	39%
Science Achievement	59%	68%	68%	52%	63%	65%
Social Studies Achievement	54%	69%	73%	55%	69%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	429 (0)	440 (0)	381 (0)	271 (0)	1521 (0)
Attendance below 90 percent	59 (108)	57 (84)	65 (101)	36 (55)	217 (348)
One or more suspensions	88 (58)	64 (33)	35 (37)	17 (19)	204 (147)
Course failure in ELA or Math	153 (217)	87 (199)	130 (194)	30 (101)	400 (711)
Level 1 on statewide assessment	123 (214)	264 (250)	306 (218)	149 (86)	842 (768)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	35%	47%	-12%	55%	-20%
	2018	35%	46%	-11%	53%	-18%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	30%	48%	-18%	53%	-23%
	2018	36%	49%	-13%	53%	-17%
Same Grade Comparison		-6%				
Cohort Comparison		-5%				

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
2019	58%	66%	-8%	67%	-9%
2018	50%	61%	-11%	65%	-15%
Compare		8%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	67%	-15%	70%	-18%
2018	59%	69%	-10%	68%	-9%
Compare		-7%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	34%	52%	-18%	61%	-27%
2018	60%	62%	-2%	62%	-2%
Compare		-26%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	49%	-13%	57%	-21%
2018	32%	50%	-18%	56%	-24%
Compare		4%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	14	25	23	15	26	19	26	29		62	25
ELL	3	28	28	18	47		28	21		58	14
ASN	38	50		71	42		64				
BLK	23	29	17	19	28	19	42	32		70	36
HSP	30	31	30	29	41	42	57	42		65	42
MUL	46	41		55	43		57	40		80	58
WHT	40	32	19	47	44	24	70	72		74	54
FRL	26	27	21	30	37	28	50	44		65	34

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							
BLK	21	30	26	32	33	34	28	50		68	23
HSP	35	34	35	43	36	29	46	48		67	42

| 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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	53
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The ELA lowest 25 percentile showed the lowest performance with 22%. 10th-grade proficiency performance declined by six percent from the previous year to 30 percent. After the first quarter of the 18-19 school year, the decision was made to transition to the PATHs curriculum to be more aligned to the rigor of the standards. Even though we saw improvement in performance in district assessments, the time it took to transition and adjust to pacing is a contributing factor. This year, the teachers are working with the curriculum from the beginning of the year. Also, the district's blueprints are revised to the curriculum which will be a help when teachers plan in addition to receiving district support. Math lowest 25 percentile showed an 8% drop compared to 2019. The leadership team continues to access the math progression and implement a sequence to best help students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

10th grade ELA lowest quartile learning gains had a significant decline compared to the previous year. Also, 10th-grade proficiency showed a 6 % decline. Both ELA 9 and 10 transitioned to using a new curriculum (PATHS) during the second nine-week period. However, the curriculum was entirely new to ELA 10 which had to receive more training compared to ELA 9 who used PATHS in a modified format the prior year. Algebra proficiency had a 26% decline compared to the previous year. A slight drop was anticipated due to a section of the students taking the EOC were Algebra 1B students. The leadership team did not expect as large as a decline experienced due to the fact that students were looped with the same teacher for two consecutive years in addition to taking Intensive Math for extra support.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap, when compared to the state's average, was Algebra I performance that showed a 27% performance gap. 80% of Algebra IB students scored a level one on the EOC. The next data component with the greatest gap was 10th-grade ELA with a 23% performance gap. A change in curriculum once the year began along with a mid-year replacement for our teaching line serving students needing support facilitation might have impacted overall 10th-grade performance.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was the Science Achievement component. Biology performance showed a 7% increase compared to the previous year's performance. The

Biology team participated in Professional Development in partnership with the University of Florida to expand strategies and practice in increasing rigor within the various labs. The team also focused on analyzing student data based upon ELA FSA levels during weekly common planning and monthly PLCs.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The two areas of concern for the upcoming year are decreasing the number of students absent 90 percent during the school year, decreasing the number of students with one or more failing grades, and increasing the number of students earning proficiency in ELA and Math on the Florida State Assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increasing ELA proficiency of the lowest quartile
2. Increasing ELA and Math learning gains of the lowest quartile
3. Increasing Math learning gains
4. school-wide focus on literacy
5. Increase graduation rate

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	With high expectations, Leesburg High School will deliver standards-based instruction via district's Instructional Framework daily in all content areas with an ELA and Math emphasis for all students.
Rationale	If we place an emphasis on focused, consistent instruction, then an increased alignment and increase student ELA and Math performance will occur through implementation of the district's Instructional Framework.

State the measurable outcome the school plans to achieve	At least a four percent increase will occur in ELA and Math proficiency, learning gains, and lower quartile gains. Increased evidence instructional framework implementation will occur in at least ninety percent of classrooms school-wide as evidenced by Learning Walk data, administration review of lesson plans, and Performance Matter formative assessment reports.
Person responsible for monitoring outcome	Michael Randolph (randolphm@lake.k12.fl.us)
Evidence-based Strategy	The district's instructional framework for intentional teaching will be used to increase ELA and Math data components by 4%. The framework is built upon a research-based instructional practice that aligns with the six Marzano elements. A heavy focus of this framework also focuses on formative assessments which will enable the leadership team to make instructional adjustments during common plannings, intervention time, and revise professional development offerings throughout the school year. ELA and Math teams have created a plan to work specifically with the lower quartile based upon the data pulled from formative assessments. To monitor this strategy LSA quarter assessment data, lesson plans, Performance Matter data, and learning walk data will be analyzed by the administrative team weekly during leadership meetings.
Rationale for Evidence-based Strategy	If we implement, monitor, and support the district instructional framework, then there will be an increase in ELA and Math proficiency. Using this framework, it will serve as a guide for teachers to utilize in their common plannings to ensure that there is an emphasis on model thinking and guided practice to assist in helping student process their thinking in ELA with interacting with complex text and in Math with coherence and rigor.
Action Step	

Description	1. Create common planning weekly schedule in all core content areas. 2. Common planning will be facilitated by a lead teacher and/or department head for focus on planning standards-based lessons incorporating establishing purpose, guided practice, collaborative learning, and independent practice. 3.The administration will conduct learning walks two hours daily to monitor the implementation of the district's instructional framework 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 first and third 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.

10. Create and implement student use of classroom libraries with SAI funds to establish resources for Intensive Reading, Intensive Language Arts, and AVID classrooms for students to engage in high interest and complex text during independent reading time.

11. Formative assessments will be utilized to revise planning and instruction as well as guide small group work with the students during intervention periods.

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

#2	
Title	By utilizing EWS data, Leesburg High School will target all students to increase engagement to maintain a safe and supportive culture for students.
Rationale	If we utilize EWS data, there will be an increase in student engagement, increase school attendance, focused behavior, and a higher graduation rate.

State the measurable outcome the school plans to achieve	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 number 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 the implementation of the district's Instructional Framework 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 four percent in each area.
Person responsible for monitoring outcome	Michael Randolph (randolphm@lake.k12.fl.us)
Evidence-based Strategy	Focusing on standard operational procedures to establish high expectations and school-wide culture will be used to decrease absenteeism by 15% and a decrease in the number of D's and F's by 15%. To monitor this strategy absenteeism reports from Skyward and Performance Matters baseball cards will be analyzed weekly by administration during leadership meetings.
Rationale for Evidence-based Strategy	If we implement, monitor, and support the school-wide SOP's, then there will be fewer tardies and absences which will increase student engagement and focused behavior.

Action Step	
Description	1. Administration, Instructional Dean, and teachers continue to use Restorative Practice protocol where appropriate and necessary. 2. Use of positive behavior supports and Bee Bucks incentive system to increase good decision-making, support of SOP's, attendance, and student motivation. 3. Instructional Dean will maintain a tracking sheet for consequences through Dean's Office. 4. The faculty will collaboratively review collective commitments and core beliefs based upon vision set forth by the Principal. 5. The administration will follow an ongoing walk-through schedule for progress monitoring culture and instruction. 6. Revise and implement school-wide use of Standard Operating Procedures to create a consistent environment focused on learning. 7. Conduct grade-level meetings semester to outline school-wide expectations. 8. Implement and promote the definition of good attendance as 10 absences or less and great attendance as 5 absences or less to faculty and students. 9. Administration meetings weekly to review teacher and student attendance and progress monitor incentive programs. 10. Provide weekly training and support for teachers to incorporate the use of Chromebooks into their instruction and set learning expectations for students and parents

with Chromebooks.

11. Conduct Technology PLC on the fourth week in the month for additional support and sharing of best practices to integrate Chromebook use with the district's instructional framework.

12. The administrative team will meet weekly with Instructional Dean to review the referral list to identify trends to measure the effectiveness of SOP's.

13. Establish a partnership with the nonprofit organization, The Rock, to provide support to economically disadvantaged students and families with resources and mentorship.

14. Identified male students of color will meet monthly for a two hour mentoring 2 Steps in Common session.

15. Identified female students of color will meet monthly for a two hour mentoring Delta Gems session.

16. Provide seven additional clerical support during the two-month summer to process attendance reports, grade reports, and year-end processing/student registration.

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

#3	
Title	By utilizing a school-wide Intervention Time, Leesburg High School will provide all students the opportunity to receive academic support for success.
Rationale	Intervention time two days a week will increase the academic performance of lower quartile, decrease students who earn D's and F's and reduce retention.

State the measurable outcome the school plans to achieve	The number of students earning at least one D or F will decrease by at least 20% by the end of the school year. At least a four percent increase will occur in ELA and Math lower quartile learning gains. The district's expectation is that the students' performance in ELA and Math will increase by at least three percentage points.
Person responsible for monitoring outcome	Michael Randolph (randolphm@lake.k12.fl.us)
Evidence-based Strategy	Providing time during intervention for remediation for the lowest 25 percentile in ELA and Math will be used to increase the ELA and Math lowest 25 percentile learning gains by four percent from last year's lowest 25 percentile FSA performance. To monitor this strategy Performance Matter MTSS data, eHallpass reports, LSA data, and Skyward gradebook reports will be analyzed weekly by the administrative team and at least quarterly by the MTSS problem-solving team. Strategies that will be utilized to support students needing tier two and/or three interventions will include Achieve 3000 support and use of Kahn Academy during Intensive Reading, Math, and Intervention time. MTSS Behavioral supports will include check-in schedules and assignment of a school-based mentor
Rationale for Evidence-based Strategy	If we implement, monitor, and support intervention time, then there will be an increase in the lowest 25 percentile learning gains in ELA and Math.

Action Step	
Description	1. Revise bell schedule to allow for intervention time for at least 25-30 minutes two days a week. 2. Continued implementation of the plan for the structure of Intervention Time involving all faculty members. 3. The administration will attend Flex Time Training for review implementation of the system or determine the continuation of utilizing the eHallpass system. 4. Implement an intervention time plan for Instructional Coaches and teachers to provide targeted support to lower quartile students in 9th and 10th grade ELA, Algebra I, and Geometry. 5. Utilize Chromebits 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. 6. Continue monitoring of the graduating cohort to ensure all students are on track for graduation. 7. Continue mentorships and progress monitoring for students identified as lower-quartile and/or in the identified ESSA high-risk group. 8. Revise and implement progress monitoring and regular meetings of the school's MTSS Problem Solving Team. 11. School-wide use of Khan Academy during intervention for remediation/acceleration.

12. Provide sophomores in AICE program opportunity to test.

13. Continued use of CTE testing schedule as an opportunity for students' to earn an Industry certification.

14. Submit Supplemental Academic Instruction Plan (SAI) to include providing salaries, insurance, and taxes for two AVID tutors twice weekly to AVID classrooms to support Reading level 2 AVID students to increase academic performance with content core coursework and assignments as well as provide guidance in learning strategies. Plan also includes professional development funds and mileage to enable AVID instructor to attend the AVID Fall Conference for additional strategies, resources, and support in teaching students identified in lower quartile and/or level two with necessary learning strategies to increase academic performance.

15. Continued use of student planners for students and parents to maintain and track assignments. Purchase of planners via Title I or supplemental resources if available.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Leesburg High builds positive relationships with parents, families, and other community stakeholders by participating in business partnerships, hosting family nights, and providing frequent opportunities for parent communication and meetings with parents as outlined in the school's PFEP document. The school makes every effort to communicate with parents in their home language with translated documents and available staff that serve as translators when needed to communicate information via phone conversation or in meetings and conferences.

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.

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 high school.

-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 semester 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 the necessary credits and courses needed for graduation.
-Guidance 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.
The mental health liaison provides individual counseling and training to students in coping strategies in partnership with the district mental health counselor. She also facilitates meetings with students, parents, and administration to create and implement a support plan for students returning to campus after being Baker Acted. She also works with Administration and Guidance to create and implement training for faculty and staff. ELL students are provided additional resources and inclusion support. ELL teacher assistants are available to provide students with additional assistance with understanding and completing academic work.
An ambassador club has been established to provide better onboarding of new students to decrease feelings of isolation that leads to new students not acclimating to campus and decreasing the transient rate.

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

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
-Use and monitoring of the District's Instructional Framework
-Common Lit and strategies for instructional supplemental support for ELA and Reading classes
-Provide professional development training school-wide during early release on 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 the district's Instructional Framework.
-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 in Reading and during InterventionTime.
-Academic glossaries and dictionaries are provided to ELL students to assist them in communicating and completing classroom assignments and being an active participant in classes.
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.

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 AVID program 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. Supplemental Academic Instructional (SAI) funds are used to hire two tutoring staff members to assist with supporting students who are part of the AVID program who are identified as level two readers. These funds also are used to send the AVID instructor to professional development and conferences to support his learning in helping students.
LHS hosts a community-wide College and Career Night yearly. 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.
Teachers receive information on industry trends from community business leaders monthly. 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 workforce. The Culinary Arts program has several students who are working beyond the school with restaurants that provide students advanced opportunities. The school has a partnership with Habitat for Humanity to continue the school's Construction Academy.
-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. The Reading Coach also serves as the AICE Coordinator to ensure students and teachers have the necessary tools and resources needed to be successful.
-ESE students are provided ELA, Math, and Science support as outlined in IEP's through support facilitation. The revision of the EBD and IND schedules allow transitioning to different classes on their schedule.

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

The school promotes college and career awareness through its partnerships with the Chamber of Commerce that supports the goal through the SPARK program it established. The Guidance and AVID class promote college and career opportunities with college visits and college representatives' presentations. Mentorships are established with the local community, fraternity, and sorority groups to encourage and promote college and career readiness among identified African American males and Hispanic males in addition to African American females. College awareness is also promoted through the school's AICE Cambridge program which is in its second year and comprises approximately 115 students. There is also increased participation of students dual enrolling at the local college with 55 students taking advantage of this opportunity. In addition to dual enrollment, students are able to participate in over 14 Advanced Placement courses on site. All students are encouraged to use College Board resources, particularly Khan Academy, to prepare for PSAT, SAT, and Advanced Placement exams. There are seven CTE Pathways that make up the CTE program at school; including the Construction Academy, Culinary, Agrisciences, Nursing, Digital Design, and Electrical, and Engineering. The CTE teachers provide instruction in soft skills to students. Every year the CTE department highlights its programs in a showcase which is not only for current students, but also for the two feeder middle schools. Business partnerships are also established for community leaders to serve actively on each program's CAPE committees.