

Lake County Schools

Leesburg High School



2022-23 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: 8/10/2015

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (43%) 2018-19: C (42%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">62%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Randolph, Michael	Principal	<p>Conducts weekly administrative 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; conducts 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; conducts supervision and guidance in accordance with the school's AICE Cambridge Program; meets frequently with Graduation Facilitator to monitor graduation rate and implement plans for at-risk seniors;</p>
Bailey, Mary	Assistant Principal	<p>Provides instructional leadership to the English and Reading departments by conducting learning walks and sharing best practices; assists principal with coordinating and implementing the AICE Cambridge program school-wide; utilizes classroom learning walk data and school improvement goals to develop and coordinate professional development for staff; collaborates with instructional coaches to identify trends that impact student achievement; support coaches and teachers with analyzing data and developing plans to offer students additional interventions and acceleration opportunities; assist with the collection of MTSS data; and gathers school-wide evidence to maintain Title 1 compliance.</p>
Griffin-Gay, Monique	Assistant Principal	<p>Utilizes classroom data to identify trends and develop professional development needs as well as instructional leadership to the Social Studies and CTE department by conducting learning walks and identifying needs for increased EOC achievement among US History students; provides leadership to CTE departments to determine instructional and professional development needs for Industry Certification; develops mentorship opportunities for identified students of color and lower quartile students in collaboration with Graduation Facilitator and AVID coordinator; and constructs and coordinates the master schedule with the Guidance Department.</p>
Allen, Christie	Other	<p>Supports all Cambridge students in tracking their progression towards graduation of the AICE diploma. Assists guidance department with the scheduling of students in the appropriate coursework. Facilitates meetings with both traditional diploma seeking/cohort students as well as those wishing to pursue Cambridge coursework for college credits. Meets with teachers to ensure their syllabi align to the appropriate test. Organizes and orders all test affiliated with Cambridge testing.</p>
Milchman, Stuart	Assistant Principal	<p>Analyzes classroom learning walk data to provide insight on instructional trends and develop professional development needs; provides instructional leadership to the Math Department by conducting classroom learning walks</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and sharing in best practices in common planning; conduct frequent meetings with instructional coaches in accordance with school improvement goals; serves as the technology coordinator to assist teachers with incorporating technology within their lessons for student learning and engagement; implements Advanced Placement testing school schedule and coordination in conjunction with the school's Testing Coordinator; serves as the contact for instructional materials and resources; and coordinates health initiatives and protocols in accordance with district guidelines.</p>
Kallina, Kenneth	Assistant Principal	<p>Provides instructional leadership to the Biology Department conducting learning walks and identifying needs for increased EOC achievement among Biology students; coordinates Title 1 budget and supports the alignment with instructional practices; serves as the administrative lead overseeing the ESE Department providing educational leadership to ESE teachers by conducting learning walks; maintains the support facilitation schedule and ensures students' needs are met in partnership with the ESE School Specialist; coordinates safety initiatives in partnership with the Instructional Dean; and provides professional development and guidance for teachers in the use of restorative practices.</p>
Campbell, Sean	Instructional Coach	<p>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; develops and implements push-in/pull out strategies to increase achievement in Algebra and Geometry; facilitates Math common planning; provide resources and tools to support Math achievement; conduct weekly classroom learning walks to provide timely feedback and support teachers; and assists with intervention and acceleration strategies during intervention block.</p>

Demographic Information

Principal start date

Monday 8/10/2015, Randolph Michael

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

120

Total number of students enrolled at the school

1,636

Identify the number of instructional staff who left the school during the 2021-22 school year.

23

Identify the number of instructional staff who joined the school during the 2022-23 school year.

21

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	420	419	366	339	1544
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	195	162	240	112	709
One or more suspensions	0	0	0	0	0	0	0	0	0	44	42	28	13	127
Course failure in ELA	0	0	0	0	0	0	0	0	0	14	40	16	33	103
Course failure in Math	0	0	0	0	0	0	0	0	0	12	31	56	26	125
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	166	178	73	79	496
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	142	81	135	129	487
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	166	178	73	79	496

Using the table above, complete the table below with the number of students by current grade level who have 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	31	32	52	7	122

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	7	10	0	21

Date this data was collected or last updated

Friday 8/26/2022

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	405	416	441	278	1540
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0

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	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	405	416	441	278	1540
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0

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	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	45%	51%				34%	50%	56%
ELA Learning Gains	40%						32%	46%	51%
ELA Lowest 25th Percentile	31%						22%	33%	42%
Math Achievement	24%	33%	38%				36%	44%	51%
Math Learning Gains	31%						39%	45%	48%
Math Lowest 25th Percentile	36%						26%	36%	45%
Science Achievement	46%	38%	40%				59%	68%	68%
Social Studies Achievement	47%	41%	48%				54%	69%	73%

Grade Level Data Review - State Assessments

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

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
2022					
2019	58%	66%	-8%	67%	-9%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	67%	-15%	70%	-18%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	52%	-18%	61%	-27%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	36%	49%	-13%	57%	-21%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	11	24	20	8	26	33	15	12		83	10
ELL	15	25	28	17	45		24	31		88	19
ASN	65	60		27						93	57
BLK	21	35	37	12	24	29	26	25		90	36
HSP	33	44	25	18	35	58	40	38		90	57
MUL	47	47		33	56		60	64		89	44
WHT	42	40	27	36	31	25	62	64		82	59
FRL	28	37	33	19	27	33	38	37		86	47
2021 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 2019-20	C & C Accel 2019-20
SWD	15	24	28	11	30	47	27	32		65	23
ELL	16	32	39	23	31		21	13		94	27
ASN	63	74		73			83			90	
BLK	19	26	21	13	27	39	41	34		86	23
HSP	30	30	32	28	27	29	45	39		80	45
MUL	33	32		27	19		69	56		63	50
WHT	46	41	36	28	23	31	62	57		83	62
FRL	26	31	27	19	21	28	47	42		80	40
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	19
Total Points Earned for the Federal Index	446
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
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%	0
Asian Students	
Federal Index - Asian Students	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The ELA lowest 25th percentile showed a continual increase from 29% to 31%. 9th grade ELA is just 3 points shy of achieving their goal of 40% mastery. Overall ELA achievement is at 35%, which is a positive gain, as well as the 6 points the overall learning gains received at 40%. The ELL subgroup stayed consistent with achievement trends for ELA at 15 and Math at 17.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The Science achievement for Spring 2022 assessments shows the greatest need. In 2019 the school's achievement level was 59%, dropping to 53% in 2021, and now falling to a 46%. Another need is for the SWD subgroup as a whole for each core content area as SWD is the lowest amongst all other categories.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The pacing of the curriculum was difficult to maintain at the beginning of the year. An alignment to the pacing and level of rigor to assessing students formally will need to be discussed in an ongoing basis throughout the year during common planning.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement was the ELA Learning Gains, which in 2021 was 34% and in 2022 it was 40%. Another component was Math Learning Gains, growing from 25% in 2021 to 31% in 2022.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The factors contributing to this gain was the amount of support given to the implementation of the new Study Sync curriculum. Teachers met in Professional Learning Communities and shared best practices directly linking to the concepts within the curriculum. It was also the first year of embracing the new BEST standards and teachers intentionally planned with the standards covered with great detail, by breaking down skills within each standard. This process also aligned to the pilot year of the APM, which later became the foundation of the platform to be used in 2022-2023 for the new FAST assessment. In using the APM data, teachers were able to plan in a backwards design structure and utilize the results of the APM as a tool for next steps in the learning process.

What strategies will need to be implemented in order to accelerate learning?

Students will have two days per week this year to select the teacher of choice to accelerate their learning. During this time students will have the opportunity to work on extension activities with their teachers to enhance their learning, while other students select to visit a teacher where they may be struggling. This initiative is designed to give students voice and choice in order to receive real time intervention and acceleration that aligns to their current performance in their core academic classes.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be trained on using Flex Time, which is a program that provides the students an opportunity to sign up to meet with their teacher of choice for acceleration or intervention time. Leaders have the ability to monitor which students are signing up for particular teachers and how often. Leaders will be able to intervene and assign students based off of data trends to the teacher/mentee of which the data shows a need for in order to remediate a standard and/or skill. Teachers will have the option to select a group of students to assign to themselves in order to work a small group setting with students during intervention time. Teachers will have a relaunch around the District's Instructional Framework as part of the school based professional development day in September of 2022. During common planning time, teachers will frame their discussions around the PLC questions to ensure that misconceptions of learning can be planned for ahead of classroom delivery of instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Intervention and acceleration time will be built into the master schedule two days per week. Departments will have access to additional tracking opportunities through funding from SAI; software for Science and Reading, tutors for AVID, graduation testing opportunities for seniors; and on-site credit recovery options.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

With high expectations, Leesburg High School will deliver standards-based- instruction via the District's Instructional Framework daily in all content areas with an emphasis on establishing Purpose in order to support students increasing their proficiency in ELA, Math, and Science. If we place an emphasis on focused, consistent instruction, then a better alignment to the standards will be evident as well as an increase in student performance in ELA, Math, and Science, especially an increase in student performance from the reviewed data sourced from Performance Matters on 08/22/22 in ELA, Math, and Science, with the focus on Purpose from the district's framework.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least a five percent increase will occur in ELA, Math, and Science proficiency, learning gains, and lower quartile gains. Increased evidence of establishing Purpose with the framework implementation will occur in at least ninety percent of classrooms school-wide as evidenced by Learning Walk data, review of lesson plans, and formative assessment reports via Performance Matters. The current school performance data (40% ELA Achievement 30% Math Achievement to be increased by 3% in ELA and 6% in Math)

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Walkthrough data will look specifically at the area of establishing Purpose. The Leadership Team, with the support of Instructional Coaches will monitor data trends for Purpose and use as part of the discussion with common planning. Formative assessment data will become a part of the discussion through PLC questions during common planning.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented

The District's Instructional Framework that supports establishing Purpose will be used to increase ELA, Math, and Science data components by five percent. The framework is built instructional practices that align to the Marzano elements of which teachers are evaluated. An extensive focus on the framework also utilizes formative assessments which will enable the leadership team to make instructional adjustments during common planning, intervention time, and revise additional professional development needs throughout the year. ELA and Math teams have created a plan to work specifically with the lower quartile based upon the data pulled from formative assessments, including the new performance measures assessment for FAST testing.

for this Area of Focus.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

If we implement, monitor, and support the District's Instructional Framework around the area of establishing Purpose, then there will be an increase in ELA, Math, and Science proficiency. Using this framework will serve as a guide for teachers to utilize in their common planning time to ensure there is a focus on establishing Purpose, which will assist students on processing the focus for the lesson of the day.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a common planning weekly schedule. Planning time will focus on creating opportunities for students to read, write, think, and talk. Standards-based discussions will be framed around the four PLC questions, which will include a discussion around the outcomes of formative assessments. Administration will conduct at least 10 learning walk visits in classrooms per week to progress monitor. Site-based professional development will be offered to LHS teachers during each month on a Wednesday. Participate in conferences and training as necessary to improve instructional practice. Build capacity of teacher leaders through members of the leadership team such as coaches, instructional dean, and department heads in order to support new teachers. Promote student independent reading opportunities with involvement in the Superintendent's Reading Challenge. Utilize the one-to-one ratio of Chromebooks to support instruction. Purchase IXL Math, Cambridge textbooks, USA Test Prep, Math Nation, and instructional supplies to support delivery of instruction.

Person

Responsible

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

#2. Positive Culture and Environment specifically relating to InEarly Warning Signs

<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>By utilizing EWS data, Leesburg High School will target all students to increase engagement to maintain a safe and supportive culture for students. If we utilize EWS data, there will be an increase in student engagement, school attendance, focused behavior, and a higher graduation rate.</p>
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>A decrease in student and teacher absenteeism by 15% compared to the previous year as evidenced by Skyward and Performance Matters reports; An increase in student learning via the implementation of the District's Instructional Framework in 90% of classrooms based upon Learning Walk data and performance on formative assessments; A reduction in the number of students with a D or F in a course as evidenced by Skyward and Performance Matters reports; and an increase in state assessment data on the new FAST assessment producing learning gains and lower quartile gains of 5% in ELA; and an increase on state assessment data for Math and Science of 5% in each area.</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>To monitor this strategy absenteeism reports from Skyward and Performance Matters will be analyzed weekly by administration during leadership meetings. D and F Reports will be pulled weekly to look for correlations to absent students. FAST Progress monitoring reports and formative assessments will be analyzed to look for trends with attendance as well.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Michael Randolph (randolphm@lake.k12.fl.us)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>Focusing on standard operational procedures to establish high expectations and promote safety. Restorative practices will also be a focus to foster positive relationships between students and teachers. School-wide culture supports will be used to decrease absenteeism by 15% and a decrease in the number of D's and F's by 15%.</p>
<p>Rationale for Evidence-based</p>	<p>If we implement, monitor, and support the school-wide operational procedures and restorative practices there there will be fewer tardies and absences which will increase student engagement and focused behavior, resulting in a decrease of D's and F's.</p>

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration, Instructional Dean with Discipline Team, and teachers continue using Restorative Practice protocols where appropriate and necessary. Restorative training with de-escalation strategies will be provided by the Instructional Dean and encouraged for all classrooms. Continue the use of positive behavior supports and student recognition incentives to increase good decision-making, support SOP's for attendance and cell phones. The Instructional Dean and behavior support teacher will maintain student tracking for those that need referrals to the MTSS problem-solving team for behavioral Tier 2 supports via check-in system. All faculty will establish collective goals and commitments, which become beliefs aligned to the school's vision. Administration will establish a leadership committee to ensure all school-wide systems promote opportunities for success for all students. Supplemental Academic Instruction funds will be directed to purchase a tutor for AVID and three summer secretaries for the summer of 2023. AP funds will purchase SAT attempts for seniors.

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

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

By utilizing a school-wide Intervention Time, Leesburg High School will provide all students the opportunity to receive support for success. Intervention time two days a week will increase the academic performance of lower quartile, reduce retention, decrease them amount of students earning D's and F's, and increase students on track for graduation. The focus subgroups with an index below 41% will have action steps to support and monitor to close the gap in their learning, specifically in the areas of Algebra, Geometry and English.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of students earning at least one D or F will decrease by at least 15% by the end of the school year. At least a 5% increase will occur in ELA and Math lower quartile, reduce retention, decrease the amount of students earning D's and F's and increase students on track for graduation.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

To monitor this strategy Performance Matters, MTSS data, FlexTime 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.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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 percentile learning gains by 5 percent from 2022's lowest 25 percentile FSA and FAST assessment performance. Strategies that will be utilized to support students needing Tier 2 and/or Tier 3 interventions will include Achieve 3000 support and the use of Kahn Academy during Intensive Reading, Math, and Intervention time. Behavior Tier 2 supports include check-in schedules and participation in restoratives circles, with further evaluation from MTSS problem-solving team.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific 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 and an increase in the number of students on track for graduation.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continued implementation of the plan for the structure of Invention time, which is increased to two days per week, involving all faculty members. Provide access through AP funds for seniors to take the SAT/ACT tests for concordant score attempts. Targeted support for lower quartile students in ELA, Algebra 1, and Geometry during intervention time. Additional focus and monitoring on the following subgroups: Students with Disabilities, English Language Learners, African American students, and Economically Disadvantage Students. Planned blackout periods for FlexTime with a concentration on FSA/EOC content areas. Chromebooks will be utilized in academic and intervention classes.

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

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Leesburg High Schools 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 noted in the PFEP document. Beyond the items outlined in the PFEP document, the school will promote student and faculty accomplishments. Each month teachers are recognized by our Teacher of the Month incentive, as well as highlights for attendance, behaviors, and performance. Students are recognized with our quarterly STING breakfast, representing Students That Improve Now Gain. These accomplishments are tied to the student's grade improvements and GPA status. At the close of the year, students can earn an invitation to the Academic Excellence Awards, earning an academic letter for earning A or A/B honor roll status. The school makes every effort to communicate with parents in their home language with translated documents and translators as needed.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The leadership team, consisting of deans, instructional coaches, and admin team all support the ongoing efforts of building a positive school culture by modeling the behaviors each day with the student population regarding outcomes and expectations.