

Lake County Schools

Leesburg High School



2023-24

Schoolwide Improvement Plan (SIP)

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Leesburg High School

1401 YELLOW JACKET WAY, Leesburg, FL 34748

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

School Board Approval

This plan was approved by the Lake County School Board on 10/23/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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>
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; coordinates Title 1 budget and supports the alignment with instructional practices; gathers school-wide evidence to maintain Title 1 compliance; develops mentorship opportunities for identified students of color and lower quartile students in collaboration with Graduation Facilitator and AVID coordinator.</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; and constructs and coordinates the master schedule with the Guidance Department.</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; 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; assists with the MTSS data; coordinates safety initiatives in partnership with the Instructional Dean; and provides professional development and guidance for teachers in the use of restorative practices.</p>

Name	Position Title	Job Duties and Responsibilities
Milchman, Stuart	Assistant Principal	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 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. Coordinates schoolwide new teacher mentoring program
Allen, Christie	Other	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.
	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; 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

As a leadership team, we meet weekly and review the progress of our schoolwide goals. During this meeting we review input and data from our instructional coach, graduation facilitator, AICE coordinator, and discipline dean. We also meet quarterly with our guiding coalition team to hear from teacher leaders within the school about how schoolwide goals are being measured, evaluated and accomplished. Lastly, each month our leadership team, guiding coalition, invested school personnel, parents, students and community stakeholders meet as a school advisory committee to discuss planning, goals and achievements for the school.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school leadership team will monitor the effective implementation and impact on increasing achievement of students through quarterly data reviews. During the reviews SIP plans will be assessed and measured for revision as necessary to ensure continuous improvement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	62%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	45	50	35	45	51	33		
ELA Learning Gains				40			34		
ELA Lowest 25th Percentile				31			29		
Math Achievement*	21	40	38	24	33	38	24		
Math Learning Gains				31			25		
Math Lowest 25th Percentile				36			34		
Science Achievement*	52	62	64	46	38	40	53		
Social Studies Achievement*	48	62	66	47	41	48	47		
Middle School Acceleration					38	44			
Graduation Rate	86	90	89	87	59	61	82		
College and Career Acceleration	56	61	65	50	64	67	47		
ELP Progress	69	56	45	19			30		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	86

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	446
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	87

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	4	4
ELL	36	Yes	4	
AMI				
ASN	75			
BLK	39	Yes	4	
HSP	50			
MUL	51			
PAC				
WHT	59			
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	3
ELL	31	Yes	3	2
AMI				
ASN	60			
BLK	34	Yes	3	
HSP	42			
MUL	55			
PAC				
WHT	47			
FRL	37	Yes	2	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			21			52	48		86	56	69
SWD	15			9			24	24		11	6	
ELL	19			5			29	25		29	7	69
AMI												
ASN	80							70			2	
BLK	27			17			36	27		42	6	
HSP	30			17			48	56		49	7	65
MUL	36			18			67	44		61	6	
PAC												
WHT	51			26			64	59		67	6	
FRL	32			18			44	41		53	7	69

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	40	31	24	31	36	46	47		87	50	19
SWD	11	24	20	8	26	33	15	12		83	10	
ELL	15	25	28	17	45		24	31		88	19	19
AMI												
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	22
MUL	47	47		33	56		60	64		89	44	
PAC												
WHT	42	40	27	36	31	25	62	64		82	59	
FRL	28	37	33	19	27	33	38	37		86	47	27

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	33	34	29	24	25	34	53	47		82	47	30
SWD	15	24	28	11	30	47	27	32		65	23	
ELL	16	32	39	23	31		21	13		94	27	30
AMI												
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	27
MUL	33	32		27	19		69	56		63	50	
PAC												
WHT	46	41	36	28	23	31	62	57		83	62	
FRL	26	31	27	19	21	28	47	42		80	40	13

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	38%	44%	-6%	50%	-12%
09	2023 - Spring	38%	44%	-6%	48%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	51%	-34%	50%	-33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	24%	49%	-25%	48%	-24%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	60%	-10%	63%	-13%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	60%	-14%	63%	-17%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

In comparison of the data collected, US History remained stagnant with a 47% proficiency on the US History end of course exam. Of the 409 students in the junior cohort who would have taken the US History EOC, it was identified that 50% (202/409) of them had a year to date attendance record that indicated 10% or more absences for the year. Almost 25% (98/409) of the junior cohort had a year to date attendance record that indicated 20% or more absences for the year.

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

In comparison of the data collected, Math achievement data remained stagnant from the previous year at 24% proficiency. There was an eight point proficiency gap between our scores and the state scores. There were a total of 335 Algebra 1 students within this data set. Of which 220, had at least 2 EWS indicators. Roughly 60% (184) of them had a year to date attendance record that indicated 10% or more absences for the school year. Over 25% (86) of them had a year to date attendance record that indicated 20% or more absences for the school year.

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.

Our 409 cohorted juniors fell seventeen points below the state average of 64% on the US History end of course exam in spring of 2023. It was revealed that attendance played a tremendous role in the outcome of proficient scores. Upon further reflection it was determined that of the 409 juniors 12 were ELL and 67 were SWD. Two of the subgroups for which we as a school have fallen below 41% for three consecutive years. Additionally, just over 50% (210/409) of this cohort also earned a D or F in 1 or more courses for the year.

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

Biology saw a five point increase in their proficiency scores. This can be attributed to the department realigning its instructional focus calendar. They began with identifying the essential standards and worked collaboratively to build common formative assessments to track and monitor mastery progress of the standard.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data, attendance and course failures are two areas of concerns that will be addressed during the upcoming school year.

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

Our highest priorities for school improvement in the upcoming school year are to

1. Address chronic absenteeism through attendance monitoring and frequent parent communication regarding absences.
2. Creating and maintaining viable resources and supports for our ELL, SWD, & AA Student populations.
3. Realignment of instructional focus calendar within each core content area, that requires collaboration with targeted formative assessments to track and monitor progress towards mastery of the standards. Ensuring that all students are provided grade appropriate text, task and assessments.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

From the data reviewed, it was determined that the ELL ESSA subgroup did not meet 41% proficiency for three consecutive years. Of the data reviewed, 56 students on our campus meet the ELL subgroup designation. Over 50% (29) of these students had a year to date attendance record that indicated 10% or more absences for the school year. It appears 17% (8) of them had a year to date attendance record that indicated 20% or more absences for the school year. Additionally, 50% (24) of these students earned 1 or more D/F for the academic year. With 38 of them meeting at least two of the EWS indicators. As a focus, we plan to acquire an instructional allocation in addition to the current ELL teacher assistant allocation. This position will work to address the barriers our students are facing acquiring the academic language and cultural assimilations.

Measurable Outcome:

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

At least a ten percent increase will occur in ELA proficiency and learning growth will occur amongst these students by the end of the academic year. Ongoing review of attendance, course grade, and state assessment data will occur at designated intervals to ensure progression and mastery towards the standards identified as essential.

Monitoring:

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

This area of focus will be monitored at quarterly intervals for evidence of desired outcome.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Continuation of intentionally scheduling this cohort to receive support services in reading and ELA where the ELL TA can push in and provide assistance during those class period. The entire cohort receives access and usage supports through Rosetta Stone. Intervention groups will be pulled during intervention times twice a week to obtain individual assistance on classwork and assignments. The entire cohort receives translation dictionaries, academic content glossaries for their schedules.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for these specific strategies are to minimize the barriers that may prevent these students from performing with accommodations within their core classes. We are working to teach them how to advocate and utilize these resources to assist in their academic settings.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

A list of students are gathered of all ELL students on campus. The list is provided to the school counselor to determine and ensure that these students are scheduled into the appropriate ELA and Intensive Reading classes. A data analysis of each students WIDA scores is reviewed for appropriate tiered levels and the students are then assigned to their appropriate modules & units within the Rosetta Stone system based on their level needs.

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

By When: September 15, 2023.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 the EWS data available, there will be an increase in student engagement, school attendance, desired behaviors, and higher graduation rate.

Measurable Outcome:

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

A decrease in student and teacher absenteeism by 15% compared to the previous year as evidenced by Focus and Performance Matters reports. An increase in student learning via the implementation of the District's Instructional Framework in 95% of classrooms based on learning walks data and performance on formative assessments. A reduction in the number of students with a D or F in a course as evidenced by Focus and Performance Matters reports. Increased state assessment data on the FAST assessment producing learning gains of 7% or higher in ELA and Math.

Monitoring:

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

To monitor this strategy absenteeism reports from Focus and Performance Matters will be analyzed weekly by administration, graduation facilitator and MTSS coordinator during leadership & coaches meetings. D & F reports will be reviewed weekly for correlation to absent students. FAST Progress monitoring reports and formative assessments will be analyzed to look for trends with attendance as well.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Focusing on standard operational procedures to establish high expectations and promote safety. Restorative practices will 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 & F's by 15%.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If we implement, monitor, and support the school wide operational procedures and restorative practices 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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-escalations 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. 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, 3 secretaries and 1 clerical for summer of 2024, media center renovations. SAI funds will be used to support students earning Level 1 and/or Level 2 on state assessments to purchase Classical Learning Test-CLT, ACT & SAT attempts for these students. Additionally, SAI funds will be utilized for the purchase of Promethean/Boxlight Mobile.

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

By When: May 31, 2024.

#3. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This subgroup was identified as a crucial need because as a school this group has had an index below 41% for the past three years. As a school we had 492 African American students, 302 of which met at least 2 of the EWS indicators. Over 50% (248) of this cohort of students were identified as having a year to date attendance record that indicated 10% or more absences for the school year. Within the cohort, 25% (123) of our African American students had a year to date attendance record that indicated 20% or more absences for the school year. Over 40% (228) of this cohort of students earned a D/F in 1 or more courses at the end of the year. Moreover, 86 of this cohort of students have been retained at least once in their academic history.

Measurable Outcome:

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

As a school we have implemented several attendance systems to assist our students who have demonstrated attendance deficits. Our attendance clerks are tasked with pulling attendance reports daily and making phone calls to schedule meetings with parents of students at the three, five, and ten day absent threshold. This allows parents to be apart of the process early on, just in case they were not aware of the attendance expectaitons and 100% of those that should be excused to be coded correctly with documentation. Also in place is a tardy to school tracker, which allows students to check in electronically with a time stamp that is visible to our teachers. This allows real time data for teachers when students arrive tardy to class. This would afford 90% of the tardy students to report directly to class within 3-5 minutes of entering campus. In addition we implemented a student concern form, that allows teachers to bring students to the forefront of discipline teams radar to address inappropriate or unwanted behaviors and make contact with parents regarding concerns before a referral is necessary.

Monitoring:

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

Monitoring of the desires outcomes will occur weekly for efficiency during discipline professional learning team meetings. Quarterly meetings with administration, discipline and instructional coaches will also be conducted to review protocols and identify students to are repeat offenders and are in need of more services to be successful academically.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Reviewing the student concern form for student data trends to determine which students need more support and additional intervention. The instructional dean and discipline team will meet with identified students, conduct data chats with students and parents to develop a plan for success. In addition, a check In - check out system will be implemented through the discipline team, where the identified students meet with a member of the discipline team at the beginning of their day and at the end of their day as a consistent relationship belief builder.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale behind the specific strategies outlined are due to the need to develop within this subgroup the benefits of belief, skill and will. By teaching this subgroup the advantage of beleiving in one self and

showing them that the adults within their environment also believe in them helps to build confidence and breakdown barriers to success. The vision statement of Thee Leesburg High School states that through our collective, belief, skill and will each Leesburg High school student will graduate with the skills necessary for success in either a college or universtiy, a career or the military.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Collect and analyze the attendance Data for 22-23 SY.
2. Identify the top 50 students who have documented attendance deficits and need for attendance intervention.
3. All 9th & 10th graders with a reading proficiency below level 3 on FAST reading will be scheduled into intensive reading.

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

By When: December 15, 2023.

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This subgroup was identified as a crucial need because as a school this group has had an index below 41% for the past three years. As a school we had 251 identified students with disabilities, 197 of which met at least 2 of the EWS indicators. Over 50% (144) of this cohort of students were identified as having a year to date attendance record that indicated 10% or more absences for the school year. Within the cohort, over 25% (81) of our SWD students had a year to date attendance record that indicated 20% or more absences for the school year. Over 50% (143) of this cohort of students earned a D/F in 1 or more courses at the end of the year. Moreover, 69 of this cohort of students have been retained at least once in their academic history.

Measurable Outcome:

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

The specific measurable outcome plan is that 100% of seniors with an active IEP will be scheduled into learning strategies course. This will allow student to opportunity to obtain additional academic support, and strategies to be successful in remaining classes. Student will be able to interact and garner the skills needed to find success in their other classes. Also any 9th or 10th grade SWD student would also be scheduled into intensive reading for added support leading up to the FAST reading assessment.

Monitoring:

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

This area of focus will be monitored through quarterly data chats about the identified students.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

This area of focused will be monitored through active participation and course grade in their learning strategies class. Additionally, SWD will also participate in dual enrollment courses through Beacon, where their participation and progress will be monitored quarterly. Lastly, all SWD seniors will be enrolled in intensive reading and monitored for successful progression towards mastery of the standard.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale behind selecting the specific strategy is providing the identified SWD students with the opportunity to earn acceleration points and build their confidence and develop their belief, skill & will to succeed. In addition, selecting these specific strategies will provide increased supports regarding attendance specifically pertaining to Students with disabilities.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Collect and analyze the attendance Data for 22-23 SY.
2. Identify the top 50 students who have documented attendance deficits and need for attendance intervention.
3. All seniors with active IEP's will have their schedule adjusted to reflect learning strategies
4. All 9th & 10th grade SWD's with a reading proficiency below level 3 on FAST reading will be scheduled into intensive reading.

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

By When: December 15, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Leesburg high school uses the title 1 documentation and parameters to develop the school improvement budget. From there, we share the budget with our guiding coalition and ask them to vet it. Lastly, the vetted budget is brought before the school advisory colaition for final review and to approve the final funding allocations based on school needs. .

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Our school improvement plan is shared with community stakeholders via the school website, during our Title 1 parent engagement night, at our school advisory committee meetings, to our faculty and staff through guiding coalition and faculty meetings.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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.

LHS builds positive relationships when we schedule and provide timely notice of School Advisory Council (SAC) and Title 1 Family Engagement meetings. We use social media platforms to notify and invite families and other key stakeholders of school-wide events and activities. Information is shared via the following platforms - LHS School Website (www.lhs.lake.k12.fl.us), Facebook (@LeesburgHS), Instagram (@leesburghs) and Peachjar.

A Family School Liaison (FSL) – Link between the school and home. Family liaisons work in the schools and community to help families get the information and assistance they need to support their children and to ensure their academic success.

Title I Annual Meeting – Our annual meeting to explain the Title I programs and the rights of parents to be involved.

School-Parent Compact - Outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Leesburg High school plans to strengthen the math academic program by adding for the 23-24 school year Foundational Skills in Mathematics course to provide additional math support to our level 2 students who were within fifty points of passing the test. In social studies the entire department is working to realign their instructional focus calendar to identify essential standards and create common formative assessments to track and monitor progress towards mastery of the standard. History will utilize Progress Learning to create common formative assessments, and ensure that students are continuously exposed to higher order thinking questions.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed with the understanding that we are a Title 1 school district and our students receive free breakfast and lunch daily. In addition as a school we offer mental health counseling and referral services through our mental health liaison. Our family school liaison works with students identified as homeless and unaccompanied to provide community resources and referrals, such as clothing, shelter, utility payment assistance. This plan is developed in coordination with parents, community partners, staff and students. To gather input, we will send an end of the year survey to parents, community partners, staff, and students. Stakeholders also give input during SAC meetings and parent events held at the school.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Leesburg high provides counseling services to its students through school based mental health liaison, and school counseling team. Additionally, support personnel are available to assist students with behavioral and emotional needs as necessary. Mentoring groups have been developed on our campus and focus on post secondary opportunity options, character development, behavior modification skills, along with social and emotional skill development.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Leesburg High school offers career and technology education (CTE) course available to all students. Students have the opportunity to earn state industry specific certifications while still in high school. Leesburg high has students who participate in dual enrollment through several post secondary institutions (Lake Sumter State College, Embry Riddle, UF, and Lake Tech) while still in high school. AVID is a viable program that introduces a myriad of post secondary opportunities to students who prior to the program, were not focused on post secondary options. Cambridge AICE International diplomas are also available for all students meeting the academic requirements for mastery and efficiency.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Through our discipline matrix, teachers are encouraged to utilize a traffic light (Red, Yellow, Green light) classroom management system school wide. Teachers explain the expectations of unauthorized technology and cell phone use during instructional time. The student concern form is employed to assist teachers bring students who may be experiencing challenges to the discipline team prior to writing a referral. The discipline dean then makes contact with the student and guardians to determine if additional supports are needed for academic and behavioral success.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Leesburg High operates as a school-wide professional learning community. Each week content specific professional learning teams come together to plan, design and review grade appropriate task, and assessments, using grade appropriate text. Leesburg High also provides monthly professional development on instructional strategies through our Jacket University. Each quarter we conduct data chats with instructional staff to review student achievement data by content area. Additionally, we have a new teacher mentoring program, that is active on our campus and participants meet monthly to provide targeted professional development. Each quarter the district offers mandatory and optional professional development for instructional and non-instructional staff. In addition, the district offers new teacher on-boarding prior to the effective start dates.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A. Leesburg High School serves grades 9-12.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No