

Leesburg High School



2014-15 School Improvement Plan

Leesburg High School

1401 YELLOW JACKET WAY, Leesburg, FL 34748

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

64%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	C

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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

Leesburg High School is a student centered school focused on high expectations and achievement.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our mission at Leesburg High School (LHS) is working together to find success in all students. Our school has reached out to numerous educational and community groups to gain a better understanding of students' backgrounds, students' educational experiences, and parental involvement. We have worked closely with our feeder pattern schools to be better prepared to meet students' educational and social needs. LHS is an active member of the local Chamber of Commerce, which facilitates access to student employment opportunities. The LHS administration team has attended and will continue to attend local church events to foster positive working relationships throughout the community. We have consistently provided monthly events during evening hours to promote educational opportunities within the community. In addition, the LHS administration team realizes the importance of hiring a staff that understands the challenges that diversity can present. These staff attitudes are key to fostering a spirit of trust with the community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

We, at LHS, realize a supportive educational environment is the foundation of student achievement. We start by focusing on hiring a staff that values students and takes responsibility for promoting student achievement. Our administration, school leadership team, and staff provide on-going supervision to convey a sense of security. Student relationships are enhanced by a staff mindset that promotes a 'we are here for you' mentality. We have a high level of interaction with the students in order to listen to their needs. Students are highly involved in special events such as homecoming and prom. Finally, as a staff, we are committed to modeling character traits such as honesty, respectfulness, and integrity. Our commitment to working with the student body in order to enhance the overall learning environment has resulted in fewer discipline issues.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school wide Response to Intervention/Positive Behavior Support (RtI/PBS) system maintains a focus on student behaviors.

Students learn about behavioral expectations in several ways. We conduct four grade specific assemblies throughout the year to promote the expectations and review behavioral data. At the initial assembly, students are reminded of the importance of consistent attendance, good grades, and proper behavior. Behavioral expectations are also shared in classrooms and school-wide through the

promotion of the "Leesburg APP". This acronym reminds students of the importance of attitude, politeness, and punctuality.

Our staff adheres to a school-wide Behavior Tracking System to ensure consistency in the application of student discipline, documentation of parental contact, and involvement in disciplinary concerns. A discipline matrix maps out the progressive discipline steps that align with the district's Code of Conduct. Administrators use this matrix to determine appropriate consequences for infractions. At our weekly leadership team meetings, student behavioral data is presented by the RtI/PBS Teacher Assistant. At this time, School Resource Officers (SROs) also report on campus infractions, arrests, and disruptions. The SROs are highly visible on campus and are very involved in campus supervision.

Through Title I, we are able to have a Potential Specialist, an additional Guidance Counselor, and an In-School Suspension teacher to support our behavioral objectives.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school ensures the social-emotional needs of all students are met in several ways. Students may be referred to our Family-School Liaison. They may also be assigned to the district Social Worker for assistance. Students who are economically disadvantaged and have an identified need for counseling may be referred to a local mental health provider. Counseling services are provided to eligible students at a reduced cost, or no cost, based upon the family's financial situation. Teen parents are provided assistance and resources through our Teen-Parent Liaison. School-based mentoring is provided for students with identified academic or attendance issues through the Students Who Achieve Gains (SWAG) program. Students who are at risk are assigned a teacher.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

LHS monitors early warning indicators through DecisionEd. LHS funds a Teacher Assistant who collects EWS data. This Teacher Assistant pulls reports at least weekly for each of the indicators listed below:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Percentage of Ds and Fs in English/Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

This information is shared at weekly leadership team meetings.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	104	81	53	59	297
One or more suspensions	107	95	76	49	327
Course failure in ELA or Math	17	50	44	30	141
Level 1 on statewide assessment	139	158	107	78	482

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	45	62	42	25	174

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Acceleration Resource Teacher meets with struggling to students to provide individualized instruction targeted to their area(s) of need. LHS implements a Multi-Tiered System of Support including RtI and PBS for students who need additional academic and/or behavioral support in the classroom. SWAG is another program being used. This program offers individual and/or group mentoring to help students overcome challenges and find success. Students are identified based upon 1) a retention during high school, and 2) exhibiting one or more early warning indicators. These students meet with a teacher-mentor consistently and progress is monitored through data collection and reporting.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/219786>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Community involvement is integral to the success of LHS. As such, many community activities are facilitated by, or attended by, representatives of LHS.

- The administrative team sponsors two outreach events each semester during the academic school year to promote parental involvement, health and wellness, and local businesses. This is also an opportunity to connect with feeder pattern elementary and middle schools to promote college and career readiness to students and families.
- The LHS administrative team attends local church events to promote positive, effective relationships between the school and community clergy.
- As members of the local Chamber of Commerce, LHS maintains community relationships that can improve student achievement.
- Local business owners are members of the School Advisory Council, which meets monthly and continues to support student achievement .
- LHS is joining with the local TV production and the city government to showcase the Leesburg area schools.

-Family involvement events will be held monthly along with a "Parent of the Month" program to promote the importance of family involvement with student success.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Miller, Bill	Principal
Demps, Tammy	Assistant Principal
Byfield, Portialee	Assistant Principal
Truitt, Clarence	Assistant Principal
Russell, Anthony	Assistant Principal
Bailey, Mary	Instructional Coach
Mitchell, Hollee	Instructional Coach
Clark, Tessa	Instructional Coach
Wade, Brandy	Paraprofessional

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Each member of the leadership team brings an array of strengths that help to support the mission of LHS. Administrators each have areas for which they are the primary contact person and/or for which they have primary responsibility. However, the other administrators are kept abreast of pertinent information in each area. Instructional coaches are primarily responsible for developing the instructional capacity of teachers.

All members of the leadership team serve as instructional leaders through their constant focus on the vision and mission of LHS. Administrators and coaches each have a designated content area or areas for which they are responsible. This designation ensures that all areas receive support. At the same time, there is extensive collaboration between members when appropriate. For example, the ELA recursive standards are a focus school-wide. As such, members must share information and strategies so that the faculty perceives a unified effort in this direction.

The leadership team practices shared decision making in a variety of ways based upon the task at hand. Typically, a small group will develop possible courses of action and present this information to the entire team for input and discussion. At other times, an opportunity for growth will become apparent during a meeting. Some brainstorming may occur in the meeting, with designated members investigating the situation and solutions. These members would then report back to the full team at the next meeting. Stakeholders are invited to participate in decision making based upon their interests and expertise. For example, the SAC is a fully vested participant in the SIP development process.

The school-based RtI Leadership Team has a large role in the development and implementation of the SIP. The RtI Leadership Team is aware of the needs of the school, as well as the problem solving process, and works together with other school stakeholders to create the SIP. The problem solving process of anticipating barriers, strategies, people responsible, process used to determine effectiveness, and evaluation, which is built into the SIP model, is used to carry out school initiatives and discuss these issues at team meetings. The RtI Leadership Team meets monthly to discuss RtI at

LHS. At these meetings we discuss implementation of the three tiered process, teacher training, carrying out our three year plan, and school needs. Each member of the RtI Leadership Team plays a vital role in these meetings because each person brings his or her background knowledge and awareness to the decision making table. Our current plan is to focus on Tier One instruction at LHS and how we are going accomplish this task. The RtI Chair also meets monthly with the District RtI Specialist to plan for LHS and to tie the district and school RtI plans together.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team meets on a weekly basis to provide a review of all systems in place at LHS. This weekly meeting also serves as a time to assess available resources to provide support across content areas to meet the rigor of the standards. Instructional coaches review each content area's alignment to the standards as outlined in the district's curriculum blueprints and focus calendars. School leadership meets regularly with the district's Title I Program Specialist to carry out the Title I Plan with fidelity. Based on FCAT/EOC and formative assessment data, tutoring needs are determined and tutoring is implemented to provide students with additional support in state assessed tested areas.

The leadership team has analyzed data collected from the following sources for a needs analysis: 2013-2014 Lake Benchmark Assessment (LBA) Data, FCAT Scores, EOC Scores, Attendance- (Decisions Ed), and Student Discipline Referrals- (Decisions Ed). As a result of this needs analysis, the following objectives were developed.

-Attendance Objectives: 1) 95% of students will attend school each day. 2) We will reduce the number of unexcused tardies to less than 986 for the school year 2014-2015

-EOC Objectives: 1) 35% of LHS students will score at or above Level 3 on the Algebra EOC. 2) 55% of LHS students will score at or above Level 3 on the Geometry EOC. 3) 72% of LHS students will score at or above Level 3 on the Biology EOC. 4) 72% of LHS students will score at or above Level 3 on the History EOC.

-Reading Objectives: 1) 44% of LHS students will score at or above Level 3 on the 9th Grade FL ELA Air Assessment. 2) 44% of LHS students will score at or above Level 3 on the 10th Grade FL ELA Air Assessment.

-Graduation Objective: 87% of LHS seniors will graduate

-Instructional Objectives: 1) All core teachers will incorporate preparation of students to achieve mastery with the Florida Standards by addressing the Recursive Standards with fidelity in their classrooms with a focus on ensuring students can "prove it, share it, and write it". 2) All teachers will use informational text and use of Cornell Notes within their instructional interaction with students.

To close the achievement gap and increase scores on EOC assessments and FCAT, instructional strategies must be in place to increase the levels of rigor and relevance in our classrooms.

-Continue the use of the Reading, Mathematics, and Science coaches

-Continue the implementation of the common planning period

-Common planning minutes will be recorded for each meeting

-Continue the use of the Common Board Configuration

-Continue the use of the Test Item Specifications to guide instruction

-Incorporate the use of text dependent questions in core classes

-Provide training during pre-planning and through common planning meetings

-Incorporate Learning Goals and Scales into daily instruction

To close the achievement gap and increase scores on EOC assessments and FL Air Assessments, training must be offered to increase the levels of rigor and relevance in our classrooms through student engagement.

-Continue the implementation of Kagan strategies and cooperative structures

- Additional training will be required for new teachers
- Continue the implementation of Thinking Maps into daily instruction
- Continue the implementation of building relationships through One Word Project
- Pre-service training for new teachers by Academic coaches, Administration, and Media Specialist
- Continue the implementation of AVID strategies

School-wide Reform Strategies

-The following are all the initiatives that Leesburg High School has undertaken to improve student achievement: 1) common planning meetings, 2) 6x7 schedule, 3) differentiated instruction, 4) instructional focus calendars, 5) school-wide writing plan, 6) student mentoring program, 7) Thinking Maps training, 8) RTI/PBS process, 9) DBQs, 10) after-school tutoring program, 11) Family School Liaison, 12) Literacy coach, 13) Math coach, 14) Science coach, 15) Title I teachers and assistants, 16) performance task assessments, 17) Kagan training, 18) EOC remediation courses, 19) online courses, 20) CTE programs, 21) cross-curricular meetings, 22) lesson study, and 23) AVID Site Team visits.

-All instruction is provided by highly qualified teachers.

-High quality, ongoing professional development concerning Recursive Standards, Thinking Maps, AVID, HOTS, Kagan/Cooperative Structures, learning goals and scales, new teacher induction, and lesson study.

-Strategies to attract high-quality highly qualified teachers include ongoing professional development, team planning with PLUS support, 6x7 schedule with common planning period built in, new teacher mentoring program, and recruiting through college and career placement programs.

-Strategies to increase parental involvement include new student orientation, quarterly newsletters, attendance phone calls, family awareness nights, educational awareness events, SAC meetings, parent resource center, marquee announcements, call-outs, and the school compact.

-Plans to assist 8th grade students in transition from middle school include guidance counselor visits, freshman orientation, and the 8th grade showcase.

Students who experience difficulty mastering benchmarks or proficient/advanced levels of academic achievement on state standards shall be provided the following:

-After-school tutoring

-Differentiated instruction

-RTI procedure implementation

-Two Title I teachers to provide intensive Language Arts and ACT classes to students in need, as determined by FCAT scores

-A Title I teacher to provide intensive math classes to students in need, as determined by FCAT scores

-A Title I teacher to provide a freshman foundations class for selected students, as determined by FCAT scores, FAIR results, and recommendation from the middle school

-A Title I teacher to teach Critical Thinking Skills half time and work as a Potential Specialist half time

-A Title I teacher to reduce the number of students in US History (EOC class)

-A Title I teacher to reduce the number of students in Biology (EOC class)

-A Title I teacher to provide online credit recovery

-A Title I teacher to provide online critical thinking skills

-A Title I guidance counselor to provide progress monitoring and mentoring for students in the lowest quartile

-A Title I Teacher's Assistant or Paraprofessional to provide RTI assistance and intervention

-Use of PENDA in math and science classes

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible

students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Bill Miller	Principal
Danny Morris	Teacher
Maura Nathanson	Education Support Employee
Rosanne Brandeburg	Education Support Employee
Bill Galbreath	Business/Community
Denise Burry	Parent
Chris Northcott	Parent
Janet Bolivar	Business/Community
John Christian	Parent
Ken Scrubbs	Business/Community
Julia Grimes	Parent
Michelle Lewis	Parent
Kristin Hunter	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC is involved with the SIP on an ongoing basis with the fidelity of the implementation of the SIP discussed at the monthly meetings. School data and benchmark assessments are reviewed throughout the school year during the monthly SAC meetings. A review of the 13-14 Title I plan was completed in the Spring of 2014.

Development of this school improvement plan

The LHS SAC had its first meeting of the school year on September 11th, 2014 to begin the process of providing assistance to the SIP. The SAC will meet monthly, or as needed, to assist in planning and implementation of the SIP.

Preparation of the school's annual budget and plan

The discretionary budget is greatly assisted by Title I funds which supplement academic and instructional dollars. The SAC discusses and approves the Title I Plan and budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

As of now, we have no indication of SAC funds for the 2014-15 school year. In the past funds have been used to support academic achievement and communication. (Examples: postage, National Honor Society recognition, culinary arts supplies, website, digital newspaper, and non-fiction reading textbooks.)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

In regards to our school's demographics, we are searching for additional parents and business partners to become members of the SAC.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bailey, Mary	Instructional Coach
Clark, Tessa	Instructional Coach
Demps, Tammy	Assistant Principal
Miller, Bill	Principal
Mitchell, Hollee	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The school LLT:

- Develops school-wide writing guidelines
- Encourages participation in the Superintendent's Reading Challenge and Florida Teen Reads
- Engages students across the curriculum in reading and writing about non-fiction texts (books, articles, etc.)
- Provides various reading strategies and professional development/coaching on how to implement these strategies in content area classes, including the recursive standards for reading, speaking/listening, and writing.
- Conducts parent/community night activities related to literacy

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The master schedule is developed to provide teachers with adequate time to collaborate and plan lessons through common planning time once a week. The PLUS team allows for additional collaborative planning time in core subject areas. Teachers are also provided with time monthly to meet as a department, or "hive", to review key items such as instructional practice reminders and professional development opportunities. New teacher support is provided to teachers new to the campus with the assignment of a teacher who has been a Leesburg High faculty member for at least a year. Teacher recognition for those that go above and beyond with their commitment to the mission and vision of LHS is provided on a monthly basis.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Retention

1. New teacher mentors
2. Monthly new teacher meetings
3. Teacher induction program
4. Regular ongoing communication with district instructional coaches

Recruiting

1. Attendance at Florida Teach-in

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

1. Teacher Quality Retention program
2. District instructional coaches
3. District professional development designed to assist new teachers
4. Teacher induction program

Beginning teachers with less than one full year of experience are partnered with a veteran teacher or Instructional Coach for mentoring. Partnering of mentor and mentee is based on those who share a similar subject area. Mentors help beginning teachers adjust to the teaching profession. In addition, mentors monitor and assist beginning teachers with completing documents required for certification with the guidance of the Assistant Principal. Any new teacher to Leesburg High School is partnered with a buddy (veteran teacher) who provides support in acclimating to the Leesburg High School Culture. Mentors will meet a minimum of 5 times per year, once during preplanning, and once every 9 weeks. In addition, new teachers are provided instructional strategies through subject area common planning

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

District-Based Development

Instructional coaches and teachers regularly participate in the district's Professional Learning opportunities designed to train participants in instructional best practices and deepen contextual understanding of the new Florida Standards. The district also offers Collaborative Cohorts to present key topics and best practices, aligned to the Florida standards, to the school team. The school team consists of the administrator, instructional coaches, and teacher leaders. The Florida Standards Teacher, Literacy Coach, Acceleration Resource Teacher, and teacher leaders attend Content Area Professional Development sessions sponsored by Academic Services that are designed to ensure teachers have the adequate skills and resources to deliver instruction aligned to the standards across

content area.

School-Based Development

Math and ELA teachers regularly participate in common planning to ensure lesson alignment to the Florida Standards. The school receives additional assistance from the Florida Standards Teacher who provides training and clarification for departmental teams in implementing the standards with fidelity and maximizing student learning.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school utilizes performance task data to identify and address the differentiation needs of students in the areas of Reading and Math. In Math, unit assessments are also used to identify and address differentiation needs. In Reading, instruction is modified through teacher directed small group instruction. Differentiation is further supplemented via the use of Achieve 3000 to assist Level One Reading students as they work toward reading on grade level. Students failing to achieve a Level Three on FCAT 2.0 Reading and/or Algebra I EOC are provided Intensive Language Arts and Math courses. These courses focus on instruction to remediate and reinforce mastery of assessed benchmarks.

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 11,760

Title 1 District After School Tutoring
-core academics
-e20/20
-Sylvan Algebra 1 EOC assistance
-ACT reading readiness

Strategy Rationale

Providing Title I tutoring enables the school to provide reinforcement to struggling students' core academic instruction. Tutoring teachers are provided key information regarding students current performance levels. During this designated time for additional assistance, students are provided additional practice needed in skills that will enable them to successfully pass state assessments or received the ACT concordance score.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Truitt, Clarence, truittc@lake.k12.fl.us

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

-ACT practice scores
-PSAT scores
-SAT scores
-Lake Performance Assessment baseline
-FAIR
-FCAT
-EOC
-PERT

Florida Standards Assessments

Data is analyzed as results are available. Weekly leadership meetings are used to disburse and study disaggregated data from Lake Performance Assessments and other standardized testing.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

A variety of strategies are used to support transitioning students, depending upon each student's individual needs.

-LHS administrators and guidance counselors work collectively to visit feeder pattern middle schools to offer orientations for eighth grade students. Articulation meetings are also conducted among counselors, parents, and students as students transition to the high school.

-The LHS AVID site team works in conjunction with middle school AVID coordinators to identify eighth graders who would make strong candidates for the high school AVID program. This past year, the AVID site team interviewed approximately 30 students at each middle school to select ninth grade

participants in the AVID program.

-LHS hosts a Freshman Institute the week prior to preplanning to acclimate incoming ninth graders to the school's academic and extracurricular programs, culture, and expectations.

-The LHS administrative team conducts quarterly class assemblies to outline progress toward academic and discipline goals. Guidance counselors also take an active role in these class assemblies to provide information and reminders regarding necessary credits and courses needed for graduation.

-The Guidance Department works in conjunction with colleges and universities to schedule admission counselor visits to the school and opportunities for students to visit college campuses. LHS establishes a close working relationship with the local college with its Dual Enrollment programs and scholarships through Take Stock in Education program.

College and Career Readiness

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

-The LHS guidance department reviews student schedules to ensure students' schedules are aligned to a career and/or college track. Counselors provide ongoing support to students to address their college and career needs.

-The AVID program has grown considerably over the past four years. Mr. Fox has assisted and guided AVID students to the benefits gained by college admittance. AVID is now active in all four grade levels.

-LHS hosts a community-wide College and Career Night monthly during October. This event is attended by approximately 300 people annually.

-Business partnerships are established with CTE to promote career awareness through its establishment of student internships and CAP academy meetings. The CAP Academy provides CTE teachers the opportunity to receive information on the latest industry trends and requirements from community business leaders. In addition, CTE reciprocates with information for community leaders on industrial and academic skills that are the focus of their respective programs to ensure students who receive industry certification are prepared to enter the work force.

-Leesburg High participates in the College Board's Florida Partnership program which trains teachers, counselors, and administrators to develop a culture of College Readiness in the school. The Florida Partnership also provides free PSAT and SAT testing for 9th – 11th graders to determine the students' college readiness so steps can be taken to better prepare them for college.

-Leesburg High offers Advanced Placement courses to provide an avenue for our students to participate in college-level courses while they are still in high school where they have a support system in place as well as giving them the opportunity to earn college credit based on AP exam scores.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Leesburg High School offers dynamic career and technology classes in order to promote relevance to today's world. During the 2013-2014 school year, the CTE program was responsible for 177 students successfully earning industry certifications. This was the highest number of certificates awarded to a Lake County high school.

The following programs that lead to industry certifications are offered at LHS as part of its career and technical education program:

Agribusiness

CMAA and CNA (Health Sciences)

Construction

Electric Lineman

Search Soft (Culinary Arts)

Digital Design
Engineering

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The LHS CTE Department works to support core academic programs through integrating reading, writing, and math skills. Five teachers have participated in ESOL professional development that provides strategies in delivering content information to students. Also, three teachers are CAR-PD trained, enabling them to provide Reading instruction to FCAT Reading Level Two students. As part of the department's writing plan, CTE students are encouraged to write in paragraph form with complete sentences to provide explanations. Students also complete mathematical problems that correlate with real-world situations in agriculture, construction, and engineering classes. Agricultural classes work closely with the Biology instructional focus calendar to incorporate labs and work projects that correlate with NGSSS assessed benchmarks.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The promotion of ACT preparatory classes and AP classes serves to increase the post secondary readiness level. ACT preparatory classes contributed greatly to the increased number of students achieving a reading concordance score. This score allows students to meet graduation requirements. From 2010-2012, LHS has seen a 5% increase in students who took the ACT and a 17% increase in AP course participation. AP course offerings have expanded, along with opportunities to take the PSAT and SAT, thanks in part to the ongoing partnership with the College Board. College Board officials provide on-site professional development for administration and faculty members. Instructional visits are also conducted to assess the rigor of AP courses offered and to provide recommendations for sustainability. The school has been successful in maintaining a relationship with the local college to promote postsecondary education. Our AVID program has also been a driving force in improving student readiness for post-secondary instruction.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Technology infrastructure at LHS will meet the students' testing needs.
- G2.** Leesburg High will increase student achievement in ELA.
- G3.** Leesburg is committed to increasing the Algebra I EOC pass rate by 5%, to a total of 34%.
- G4.** School safety will advance and will reduce student discipline infractions by 5%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Technology infrastructure at LHS will meet the students' testing needs. 1a

G048620

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	87.0

Resources Available to Support the Goal 2

- computers

Targeted Barriers to Achieving the Goal 3

- lack of labs and peripheral equipment

Plan to Monitor Progress Toward G1. 8

number of available computer based testing stations

Person Responsible

Bill Miller

Schedule

Monthly, from 10/9/2014 to 5/29/2015

Evidence of Completion

blank seating charts for all available computer stations

G2. Leesburg High will increase student achievement in ELA. 1a

G040326

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	87.0

Resources Available to Support the Goal 2

- Florida Standards Teacher
- Acceleration Resource Teacher
- Literacy Coach
- Science Coach
- Math Coach
- District trainings

Targeted Barriers to Achieving the Goal 3

- Implementation of recursive standards across all content areas.

Plan to Monitor Progress Toward G2. 8

scores on school-wide writing prompts

Person Responsible

Bill Miller

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

student artifacts

G3. Leesburg is committed to increasing the Algebra I EOC pass rate by 5%, to a total of 34%. 1a

G039355

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	34.0

Resources Available to Support the Goal 2

- LHS administration and a team of academic coaches. HIVE leaders will also support new teachers with instructional assistance. The LHS common planning format and PLUS team allow increased time for lesson planning, data analysis, and instructional adjustments.
- LHS offers after school tutoring for Algebra I students.

Targeted Barriers to Achieving the Goal 3

- Many current ninth grade students in Algebra I have had low success in math courses; they are lacking many fundamental math skills.

Plan to Monitor Progress Toward G3. 8

grades, district unit tests, Algebra Nation data

Person Responsible

Bill Miller

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

assessment scores and EOC exam.

G4. School safety will advance and will reduce student discipline infractions by 5%. 1a

G039356

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	5.0

Resources Available to Support the Goal 2

- RTI Teacher Assistant, Family School Liaison, School Resource Deputies, Guidance Counselors, School Social Worker and Psychologist, LHS instructional staff, LHS administrative staff, Positive Behavior Support Program, Potential Specialist ISS Teacher

Targeted Barriers to Achieving the Goal 3

- Lack of a specific administrative team that only monitors student behaviors.
- Lack of a school security team in place to monitor hallways, bathrooms, parking lots, and common areas.

Plan to Monitor Progress Toward G4. 8

Number of discipline infractions, LHS APP data, EWS data, and all behavioral data.

Person Responsible

Bill Miller

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

A decrease in discipline infractions.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Technology infrastructure at LHS will meet the students' testing needs. **1**

 G048620

G1.B1 lack of labs and peripheral equipment **2**

 B127195

G1.B1.S1 Set up two additional testing labs so that LHS will be prepared for the end of year tests for all students. **4**

 S139225

Strategy Rationale

LHS needs to have an appropriate number of computer stations to meet the needs of the students.

Action Step 1 **5**

Set up two additional computer labs for testing.

Person Responsible

Bill Miller

Schedule

Semiannually, from 10/9/2014 to 5/29/2015

Evidence of Completion

student testing schedules, seating charts for the computer labs

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

reviewing progress toward the completion of two additional labs

Person Responsible

Bill Miller

Schedule

Monthly, from 10/9/2014 to 5/29/2015

Evidence of Completion

computer lab seating charts, purchase orders

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

students' ability to complete of all required computer based

Person Responsible

Bill Miller

Schedule

On 5/29/2015

Evidence of Completion

test rosters verifying completion of computer based tests by all appropriate students

G2. Leesburg High will increase student achievement in ELA. 1

G040326

G2.B2 Implementation of recursive standards across all content areas. 2

B098074

G2.B2.S1 Administrative team, instructional coaches, Florida Standards Teacher, and Acceleration Resource Teacher perform classroom walkthroughs. 4

S109396

Strategy Rationale

Ensuring that during classroom walkthroughs the recursive standards are being utilized and embedded with high depth and rigor.

Action Step 1 5

Focusing on the use and application of recursive standards across all content areas.

Person Responsible

Bill Miller

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Instructional review checklists will be used weekly to ensure school-wide expectations are being met.

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

Facilitating and reinforcing common plan sessions; use of instructional review checklist during classroom walkthroughs.

Person Responsible

Bill Miller

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Common plan minutes; instructional review checklist.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Progress monitoring of student performance on designated benchmark/standard.

Person Responsible

Bill Miller

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

school-wide writing prompts

G3. Leesburg is committed to increasing the Algebra I EOC pass rate by 5%, to a total of 34%. 1

 G039355

G3.B1 Many current ninth grade students in Algebra I have had low success in math courses; they are lacking many fundamental math skills. 2

 B094801

G3.B1.S2 Provide more instructional support to current ninth grade students. 4

 S109441

Strategy Rationale

Increased common planning time through PLUS teams

Action Step 1 5

The LHS common planning format and PLUS team will be used to increase time for lesson planning, data analysis, and instructional adjustments.

Person Responsible

Bill Miller

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

EOC test results.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Classroom walkthroughs conducted by administration, academic coaches, Florida Standards Teacher and Acceleration Resource Teacher; common planning

Person Responsible

Bill Miller

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

instructional review checklists, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Common planning minutes; monitoring assessments; data review.

Person Responsible

Bill Miller

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

EOC test results, grades, district unit test scores, Algebra Nation data

G4. School safety will advance and will reduce student discipline infractions by 5%. 1

G039356

G4.B1 Lack of a specific administrative team that only monitors student behaviors. 2

B094804

G4.B1.S1 Designate administrators or other school personnel to monitor student discipline. 4

S105886

Strategy Rationale

A team with a specific focus on discipline would be able to monitor, address, and intervene behaviors, leading to a decrease in discipline infractions.

Action Step 1 5

Request for an additional administrator or discipline dean.

Person Responsible

Bill Miller

Schedule

On 6/5/2015

Evidence of Completion

APP Data, EWS, and history of discipline referrals.

Action Step 2 5

LHS will review and revise evacuation routes and procedures.

Person Responsible

Portialee Byfield

Schedule

Quarterly, from 10/9/2014 to 6/5/2015

Evidence of Completion

copies of evacuation routes and emergency contact lists

Action Step 3 5

LHS will continue to investigate any reports of bullying and take action in accordance with the Student Code of Conduct.

Person Responsible

Bill Miller

Schedule

Weekly, from 10/9/2014 to 6/5/2015

Evidence of Completion

number of reports of bullying on campus and investigation documentation (if appropriate)

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Continue to gather all discipline related data and report to district.

Person Responsible

Bill Miller

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

LHS APP Data, EWS, and discipline data.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Compare data from year to year and week to week to ensure a decrease in infractions is occurring.

Person Responsible

Bill Miller


Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

LHS APP Data, EWS, and discipline data.

G4.B2 Lack of a school security team in place to monitor hallways, bathrooms, parking lots, and common areas. **2**

 B094805

G4.B2.S1 Contact the district office in regards to establishing a school security team. **4**

 S105887

Strategy Rationale

A security team will provide a safe learning environment and allow administrators the ability to focus on a high degree of learning.

Action Step 1 **5**

Contact Safe Schools department

Person Responsible

Bill Miller

Schedule

On 6/5/2015

Evidence of Completion

Documented feedback from Safe Schools and school data

Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Safe Schools assistance with development of school security team.

Person Responsible

Bill Miller

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Feedback from Safe Schools

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

School security team reports and compares discipline data.

Person Responsible

Bill Miller


Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

All discipline data.

G4.B2.S2 Solicit input and expertise from the the Safe Schools department in regards to upgrading our school security camera system. 4

 S105888

Strategy Rationale

A school wide security camera system and a team to monitor video would provide a way to intervene behaviors.

Action Step 1 5

Implement school wide security cameras and video monitoring team

Person Responsible

Bill Miller

Schedule

On 6/5/2015

Evidence of Completion

Letter to safe schools requesting assistance.

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Insure that all areas with a high number of infractions, are in a clear view of cameras.

Person Responsible

Bill Miller

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Documentation of assistance

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Aim to eliminate problematic behaviors by increasing areas that are monitored.

Person Responsible

Bill Miller

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Video collected from cameras.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Request for an additional administrator or discipline dean.	Miller, Bill	8/18/2014	APP Data, EWS, and history of discipline referrals.	6/5/2015 one-time
G4.B2.S1.A1	Contact Safe Schools department	Miller, Bill	8/18/2014	Documented feedback from Safe Schools and school data	6/5/2015 one-time
G4.B2.S2.A1	Implement school wide security cameras and video monitoring team	Miller, Bill	8/18/2014	Letter to safe schools requesting assistance.	6/5/2015 one-time
G2.B2.S1.A1	Focusing on the use and application of recursive standards across all content areas.	Miller, Bill	8/18/2014	Instructional review checklists will be used weekly to ensure school-wide expectations are being met.	6/5/2015 weekly
G3.B1.S2.A1	The LHS common planning format and PLUS team will be used to increase time for lesson planning, data analysis, and instructional adjustments.	Miller, Bill	8/18/2014	EOC test results.	6/1/2015 monthly
G1.B1.S1.A1	Set up two additional computer labs for testing.	Miller, Bill	10/9/2014	student testing schedules, seating charts for the computer labs	5/29/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A2	LHS will review and revise evacuation routes and procedures.	Byfield, Portialee	10/9/2014	copies of evacuation routes and emergency contact lists	6/5/2015 quarterly
G4.B1.S1.A3	LHS will continue to investigate any reports of bullying and take action in accordance with the Student Code of Conduct.	Miller, Bill	10/9/2014	number of reports of bullying on campus and investigation documentation (if appropriate)	6/5/2015 weekly
G1.MA1	number of available computer based testing stations	Miller, Bill	10/9/2014	blank seating charts for all available computer stations	5/29/2015 monthly
G1.B1.S1.MA1	students' ability to complete of all required computer based	Miller, Bill	10/9/2014	test rosters verifying completion of computer based tests by all appropriate students	5/29/2015 one-time
G1.B1.S1.MA1	reviewing progress toward the completion of two additional labs	Miller, Bill	10/9/2014	computer lab seating charts, purchase orders	5/29/2015 monthly
G2.MA1	scores on school-wide writing prompts	Miller, Bill	8/18/2014	student artifacts	6/5/2015 weekly
G2.B2.S1.MA1	Progress monitoring of student performance on designated benchmark/standard.	Miller, Bill	8/18/2014	school-wide writing prompts	6/5/2015 weekly
G2.B2.S1.MA1	Facilitating and reinforcing common plan sessions; use of instructional review checklist during classroom walkthroughs.	Miller, Bill	8/18/2014	Common plan minutes; instructional review checklist.	6/5/2015 weekly
G3.MA1	grades, district unit tests, Algebra Nation data	Miller, Bill	8/18/2014	assessment scores and EOC exam.	6/1/2015 daily
G3.B1.S2.MA1	Common planning minutes; monitoring assessments; data review.	Miller, Bill	8/18/2014	EOC test results, grades, district unit test scores, Algebra Nation data	6/1/2015 daily
G3.B1.S2.MA1	Classroom walkthroughs conducted by administration, academic coaches, Florida Standards Teacher and Acceleration Resource Teacher; common planning	Miller, Bill	8/18/2014	instructional review checklists, lesson plans	6/1/2015 daily
G4.MA1	Number of discipline infractions, LHS APP data, EWS data, and all behavioral data.	Miller, Bill	8/18/2014	A decrease in discipline infractions.	6/5/2015 weekly
G4.B1.S1.MA1	Compare data from year to year and week to week to ensure a decrease in infractions is occurring.	Miller, Bill	8/18/2014	LHS APP Data, EWS, and discipline data.	6/5/2015 weekly
G4.B1.S1.MA1	Continue to gather all discipline related data and report to district.	Miller, Bill	8/18/2014	LHS APP Data, EWS, and discipline data.	6/5/2015 monthly
G4.B2.S1.MA1	School security team reports and compares discipline data.	Miller, Bill	8/18/2014	All discipline data.	6/5/2015 weekly
G4.B2.S1.MA1	Safe Schools assistance with development of school security team.	Miller, Bill	8/18/2014	Feedback from Safe Schools	6/5/2015 quarterly
G4.B2.S2.MA1	Aim to eliminate problematic behaviors by increasing areas that are monitored.	Miller, Bill	8/18/2014	Video collected from cameras.	6/5/2015 daily
G4.B2.S2.MA1	Insure that all areas with a high number of infractions, are in a clear view of cameras.	Miller, Bill	8/18/2014	Documentation of assistance	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Leesburg High will increase student achievement in ELA.

G2.B2 Implementation of recursive standards across all content areas.

G2.B2.S1 Administrative team, instructional coaches, Florida Standards Teacher, and Acceleration Resource Teacher perform classroom walkthroughs.

PD Opportunity 1

Focusing on the use and application of recursive standards across all content areas.

Facilitator

Sturgess/Bailey/Mitchell

Participants

English 1, 2, and 3 teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G3. Leesburg is committed to increasing the Algebra I EOC pass rate by 5%, to a total of 34%.

G3.B1 Many current ninth grade students in Algebra I have had low success in math courses; they are lacking many fundamental math skills.

G3.B1.S2 Provide more instructional support to current ninth grade students.

PD Opportunity 1

The LHS common planning format and PLUS team will be used to increase time for lesson planning, data analysis, and instructional adjustments.

Facilitator

Tonya Sturgess

Participants

Algebra 1 teachers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0