



## OVERVIEW

**Our School:** Leonardtown High School services approximately 1,900 students. With course offerings that encompass the areas of intervention, enrichment, and acceleration, Leonardtown High School provides our students with the tools to meet and exceed curricular expectations, state mandates, and individual goals. We are very proud of our teachers and students who continue to challenge themselves in their pursuit of excellence. This pursuit of excellence creates an environment which fosters mutual respect, integrity and a desire to give back to the community. We strive to develop in our students the critical skills necessary to become self-directed, lifelong learners within a diverse and ever changing world and also to consider how they can contribute to their community and to society as a whole.

## LHS Mission Statement

Provide learning opportunities that promote rigor and high expectations for all learners.

Provide a school atmosphere and school culture centered on mutual respect, school pride, and social expectations.

## LHS Vision Statement

To provide all students with the best high school experience and produce responsible citizens who are college and career ready.

# ACTIONS

## Our Focus Areas:

	Targeted Strategies
<b>Academic Indicators</b>	
<ul style="list-style-type: none"> <li>● Achievement &amp; Growth               <ul style="list-style-type: none"> <li>○ English</li> <li>○ Mathematics</li> </ul> </li> <li>● Completion of Well-Rounded Curriculum</li> <li>● Progress in English Language Proficiency</li> </ul>	<ul style="list-style-type: none"> <li>● 13.8% increase (scores of 4 &amp; 5) on PARCC English 10 and 11% increase (scores of 4 &amp; 5) on Algebra 1.</li> <li>● Targeted PARCC plan for remediation 2-3 months prior to May testing based on predicted scores and data</li> <li>● Use of <a href="#">PLC full day planning</a> time to review data, create common classroom assessments and develop interventions</li> <li>● Use of PLC <a href="#">PLC Meeting Log</a> to provide feedback to staff</li> <li>● Use of Unify to review student-group data identified within our SLO's</li> <li>● Use of <a href="#">Engagement teams</a> to provide relevant, meaningful and personalized professional development for the staff</li> <li>● Use of Engagement Form to provide feedback to provide feedback to staff</li> <li>● Use of <a href="#">Walkthrough Form</a> to provide feedback on learning goals, student engagement and success criteria</li> <li>● Literacy Coach to work with PLC's to address Disciplinary Literacy Standards</li> <li>● MTSS <a href="#">routine meetings</a> and school-wide implementation</li> <li>● Continue to utilize the Maryland Peer Coaching Model</li> <li>● Teacher SLO-alignment to support decreasing the achievement gap.</li> <li>● Continue FAME practices</li> <li>● Increase in AP exams given</li> </ul>
<b>School Quality/Student Success Indicators</b>	
<ul style="list-style-type: none"> <li>● Attendance</li> <li>● Survey               <ul style="list-style-type: none"> <li>○ Climate</li> <li>○ Instructional Feedback</li> </ul> </li> <li>● Opportunities/Access</li> </ul>	<ul style="list-style-type: none"> <li>● Fully utilize one hour lunch for remediation, tutoring, and extension of the content and curriculum.</li> <li>● Continue implementation of MTSS/PBIS strategies for students and staff with an ongoing committee. Offer student incentives, staff incentives &amp; school activities.</li> <li>● Develop individual <a href="#">classroom behavior expectations</a> matrices and discipline policies (2018-2019) <a href="#">PD</a></li> <li>● Strive to increase behavior and therefore decrease overall suspensions, eliminate disproportionality in suspensions, and administer discipline rules fairly, consistently and equitably.</li> <li>● Continue to modify and monitor ISI strategies &amp; ISI recidivism data. A behavior modification and student self-reflection process will continue during the 18-19 school year.               <ul style="list-style-type: none"> <li>○ Tie matrix to discussion about referrals</li> </ul> </li> <li>● Utilize one hour lunch detention (in addition to ISI) as a main deterrent for Level 1, Level 2, and Level 3 offenses.</li> </ul>

	<ul style="list-style-type: none"> <li>● Maintain 94% attendance rate – Monthly attendance review meetings and use of attendance contracts</li> <li>● APEX recovery and for original credit</li> <li>● Use of Freshman Academy to help 9th grade students to establish connections with teachers, mentors and peers, to understand LHS behavior and academic expectations, and to increase academic achievement</li> <li>● Academic exploration without risk concerns.</li> </ul>
<b>Graduation Rate</b>	
Graduation Rate	<ul style="list-style-type: none"> <li>● Maintain 95% or higher graduation rate while increasing subgroup graduation rate for AA, ED, and SWD.</li> <li>● Fully implement APEX percentage adjustments for quarter recovery</li> <li>● Explore credit recovery opportunities for students that did not earn credit for a course (Algebra I, ELA 10, Government HSA) but demonstrated proficiency on the corresponding state mandated assessment (Alg I PARCC, ELA 10 PARCC, Government HSA)</li> <li>● Use of Evening High School for struggling students.</li> </ul>

## SUSTAINABILITY

### Our Professional Learning:

- Meet with content area supervisors on an as needed basis. Invite them to participate in PLC Continue meetings.
- Coordinate efforts with supervisors, school based administrators, and feeder schools to plan and implement opportunities for articulation and PLC planning throughout the school year.
- Sharing of best instructional practices, instructional technology, and student activities by department at monthly staff meetings as part of our professional development and A++ practices.
- Continue to support teachers with professional development focused on strategies and resources for PARCC, HSA, MISA, AP testing.
- Continued professional development related to Unify, data analysis, creation and use of online assessments, and data-driven decision making
- Peer to peer instructional visits and instructional conversations.
- FAME cohort and Professional Development
- MTSS/PBIS
- Time provided at staff meetings for Engagement teams to meet and plan\identify PD provided throughout the year
- Disciplinary Literacy Professional Development
- TPAS Professional Development
- Goalbook Professional Development
- Literacy Coach working with PLC's to unpack Disciplinary Literacy Standards and embed into daily instruction
- Freshman Academy meeting as an engagement team to continue to build/refine our FA processes and procedures for continuous improvement.

### Our Process for Monitoring Progress:

- Evidence of instructional initiatives in daily classroom instruction (collected through informal walk-through data and observations/evaluations based on TPAS)

- Student performance on SMCPs PBA tasks
- Student performance on SMCPs pre/mid/post assessments
- Historical data and trends in AP scores
- Monthly review of the total number of in-school suspensions, short-term, long-term, and extended out-of-school suspensions. Data will be discussed to support our initiatives of reducing overall suspensions and by disproportionate sub-groups. Data and Cognos reports will be available for discussion and examples for administrative SLO documents and goals.
- Feedback and discussion/collaboration opportunities for staff and administration via ILT, Staff and PLC meetings
- On-going committee meetings (MTSS/PBIS, One Lunch, Peer Coaching, Data/Testing)
- Use of [PLC Meeting Log](#) to provide feedback to staff
- Use of Unify to review student-group data identified within our SLO's
- Use of Engagement teams to provide relevant, meaningful and personalized professional development for the staff
- Use of Engagement Form to provide feedback to provide feedback to staff
- Use of Walkthrough Form to provide feedback on learning goals, student engagement and success criteria

## Our Projected Results:

Academic Indicators	
<ul style="list-style-type: none"> <li>● Achievement &amp; Growth               <ul style="list-style-type: none"> <li>○ English</li> <li>○ Mathematics</li> </ul> </li> <li>● Completion of Well-Rounded Curriculum</li> <li>● Progress in English Language Proficiency</li> </ul>	<ul style="list-style-type: none"> <li>● Scores and Projections on PARCC exams compared to trend data; also including Government HSA.</li> <li>● AP scores (historical data) compared to school/year as well as compared to Maryland and Global.</li> <li>● AP Equity and Excellence Report</li> <li>● AP Score Report</li> <li>● College Board Online Reports and Data</li> <li>● Enrollment projections for Pre-AP and AP Courses</li> <li>● AP test registration numbers</li> </ul>
School Quality/Student Success Indicators	
<ul style="list-style-type: none"> <li>● Attendance</li> <li>● Survey               <ul style="list-style-type: none"> <li>○ Climate</li> <li>○ Instructional Feedback</li> </ul> </li> <li>● Opportunities/Access</li> </ul>	<ul style="list-style-type: none"> <li>● 10% reduction in 701 Disrespect -disciplinary referrals and overall suspensions across targeted subgroups</li> <li>● ISI recidivism rate of 3.0%</li> <li>● Annual Attendance Rate of 94% or higher</li> <li>● Majority of Level 1, 2, 3 incidents will result in Lunch Detention versus ISI</li> <li>● One Lunch Survey - Feedback from 50% of the student population</li> <li>● Freshman Academy Goal: 10% decrease in 9th grade retentions.</li> </ul>
Graduation Rate	
Graduation Rate	<ul style="list-style-type: none"> <li>● Maintain 95% Overall Graduation Rate and subgroup rates based on MD Report Card and projections throughout the year.</li> </ul>

