



**Florida Council of Instructional Technology Leaders  
Instructional Technology Leadership Award:  
2009-10 Innovative Principal of the Year  
Nomination Form**



**District Name: Escambia County School District**

**Nominating FCITL Member Information**

Nominating FCITL Member (must be voting member for district): **Donald E. Manderson**

Street Address: **30 East Texar Drive**

City/State/Zip: **Pensacola, Florida 32503**

Country: **United States of America**

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**Principal Nominee Information**

Name: **Lesa Morgan**

Professional Title: **Principal, West Florida High School of Advanced Technology**

Work Address: **2400 Longleaf Drive**

City/State/Zip: **Pensacola, FL 32526**

Work Phone: **850-941-6221**

Work Fax: **850-941-6210**

Work Email: **LMorgan@escambia.k12.fl.us**

***All information described in directions needs to be organized into a single MS Word document or Adobe PDF electronic file and sent as an attachment in Word format. Completed nomination materials and digital videos are due by December 4, 2009. Nomination materials are to be sent via email to Gary Evans ([gary.evans@audioenhancement.com](mailto:gary.evans@audioenhancement.com)). Digital videos are to be sent to Andrew Dennard, Florida Center for Interactive Media (FCIM), 2010 Levy Avenue, Suite 217, Tallahassee, FL 32306-2737.***

## LESA G. MORGAN NOMINATION STATEMENT

As Escambia County's nominee for FCITL 2009-10 Innovative Principal of the year, Lesa Morgan, Principal of West Florida High School of Advanced Technology, exemplifies the qualities associated with the ISTE NETS for Administrators in the areas of Visionary Leadership, Digital-Age Learning Culture, Excellence in Professional Practice, Systemic Improvement, and Digital Citizenship.

**Visionary Leadership.** Lesa Morgan was instrumental in the creation of West Florida High School of Advanced Technology (WFHS). Based upon her career and technical education in the 1980s, she had the vision and foresight to recognize the tremendous potential for technology-based career education combined with academics to impact high school students' learning and motivation. As Curriculum Coordinator for the George Stone Career and Technical Center in the early 1990s, she advocated with business leaders for a high school curriculum that would prepare students for postsecondary education and the 21<sup>st</sup> century work force.

In 1995, Lesa Morgan was appointed by the superintendent to a task force addressing local business representatives' concerns that high school graduates were not prepared for the work force. Escambia County is one of the poorest counties in Florida and the nation, and a skilled work force was considered crucial for economic development. She researched and visited high schools across the nation to identify the curriculum and best practices that would make her vision a reality. She worked closely with business representatives, community leaders, and educators to develop plans for a technical high school. Focus group results confirmed parental and community support, and in 1998, the School Board approval was received. After two additional years of planning and research, WFHS opened in August, 2001, with Lesa Morgan as principal.

For the past nine years, her visionary leadership has inspired her faculty to fulfill WFHS' mission to prepare students to be competitive, productive citizens in our ever-evolving digital world. Teachers clearly share her vision and enthusiastically incorporate emergent technologies into their classrooms to ensure that WFHS continues to be on the leading edge. WFHS has served as a model school since its inception; business and school district representatives from Florida and other states continually visit WFHS for direction in establishing their own technical high schools.

**Digital-Age Learning Culture.** Lesa Morgan's leadership has led to the creation of a digital-age learning culture where technology is seamlessly infused throughout the curriculum. All academic and career teachers use SMART and mimio Interactive Boards to deliver instruction that addresses student's diverse learning styles, and teachers routinely rely upon project-based learning to reinforce course content. In English, for example, a literature review requiring students to analyze the characteristics of a hero is followed by the "Hero Project," in which students design and publish individual web pages based upon personal interview data and online research. Mathematics teachers use interactive tools, including GeoGebra, Geometer's Sketchpad, and virtual graphing software to help students visualize essential concepts. Interwrite Workspace Pads enable teachers to actively engage students in learning; for example, the physics teacher hand-draws diagrams to illustrate force vectors, and students in mathematics classes outline problem solving steps for their classmates.

Real-world application is the focus of technology in career program classrooms. LabVIEW virtual instrumentation, for example, provides health care students hands-on experience with operational tools, such as EKG and heart monitors, and live video feeds permit students to observe surgical procedures. The Cox Telecommunications Academy, first provider in the nation of postsecondary telecommunications curriculum to high school students, utilizes online modules for students to master competencies. Microsoft Flight Simulators allow Aerospace Academy students to operate and control airplanes from take off to landing, and Management 2.0 software provides future entrepreneurs with virtual experience in business design and operation. Students also have the opportunity to earn industry certifications, including Adobe Premier and NCTI Broadband Premises Specialist.

All WFHS students complete a technology-based capstone project senior year. An example of a 2009 group capstone project was the Cox Telecommunications Academy students' retrofit of Brown Barge

Middle School's Interactive Television System, which saved the district thousands of dollars. Also, through WFHS' business partners, many seniors participate in the Advanced Career Experience (ACE) program. In ACE, students apply the skills they acquire at WFHS in positions directly related to their career fields. Students are employed throughout the community in architectural and engineering firms, medical facilities, legal offices, computer companies, Cox Telecommunications and Gulf Power Company. Opportunities for ACE students are not limited to on-the-job training; for example, a WFHS engineering student designed and tested robotic prostheses as an Institute for Human and Machine Cognition research assistant and then helped present prototypes to state officials and university researchers.

**Excellence in Professional Practice.** Lesa Morgan promotes professional learning and innovation through ongoing communication and collaboration. Through the technology committee, leadership team, learning communities, and dedicated common planning, teachers identify technology and digital resources to meet the needs of our tech-savvy generation of learners. On-going technology training sessions are provided at the school to introduce new technology as well as to update and retrain teachers. Through in-house podcasts, online videos tutorials, and professional consultants, WFHS instructors are equipped to deliver technology-infused lessons that prepare students for the ever-evolving digital society.

**Systemic Improvement.** Information and technology resources are easily shared by the members of the WFHS digital-age learning community. In addition to email and closed circuit television, Microsoft Sharepoint Services intra/extranets encourage communication among administrators, faculty members, students, and parents through announcements, academic and activity calendars, and links to resources. Surveys and threaded discussions facilitate involvement; for example, surveys are used by students to provide data about school bullying, register for college visits, and vote for Student Government representatives. The electronic Trading Post provides teachers access to student databases, including senior progress reports, curriculum integration materials, and departmental focus lessons.

School leadership teams analyze data from online resources, such as FCAT-STAR, to identify systemic needs and identify strategies for improvement. Administrators and teachers also rely upon FCAT-STAR data to evaluate instructional effectiveness and plan professional development activities. The Promethean Class Response System is used by instructors to facilitate inquiry and monitor comprehension, and ExamView provides digital assessment of student progress. Teachers electronically record grades and attendance with Pinnacle Internet Viewer; student and parent access to individual teacher web pages and the Pinnacle Internet Viewer is provided through the school web page. Administrators, counselors, and teachers also utilize the Pinnacle Internet Viewer to monitor student academic progress and attendance.

**Digital Citizenship.** Educators have the responsibility to ensure all students have access to the technological tools they need to be successful in a digital enriched world. In 2001, Lesa Morgan had the foresight to spearhead the first ever computer lease agreement between Dell and the Escambia County School District to establish a technology environment that included one computer for every two students at WFHS. Through this lease, the typical academic classroom is easily transformed into a computer lab to meet the needs of all students and teachers. Each sign on screen displays the District Fair Use policy to remind students daily of the responsibilities of using digital information in a safe, legal, and ethical manner. With this computer enriched environment teachers can guide students how to learn and use the tools of a digital society. With her leadership students are being taught digital etiquette, literacy, security, and the rights and responsibilities that are associated with using technology in their everyday lives.

Lesla Morgan's visionary leadership has led from a concept to the creation of a model school that has a solid foundation of technology-based academic and career education combined with data-driven decision making. High academic standards have been achieved, as evidenced by WFHS earning an "A" school grade for five consecutive years. WFHS graduates are successfully employed in their chosen career fields, as well as continuing their postsecondary education on the university level. The technology skills students acquire at WFHS definitely give them an edge in their digital world.

## LESA G. MORGAN RESUME

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### BACKGROUND

My career has afforded me many opportunities to make a difference in students' lives. My greatest accomplishment was to plan, develop and implement West Florida High School of Advanced Technology. As a school that is only 9 years old, we have had tremendous student achievement success. I am proud to say our students have performed well on FCAT, are successfully prepared for postsecondary education and are successful in today's global competitive job market. I attribute all of this to an outstanding faculty who has embraced technology and accepted the challenge of integrating technology into the curriculum with relevancy and enthusiasm. In order to effectively and adequately prepare our students for the 21<sup>st</sup> Century, technology in the classroom is essential. Over the nine years of existence we have incorporated many uses of technology in the classrooms that include the following:

- SMART or mimio Interactive Boards in all classrooms – turning every teacher's computer desktop into a classroom teaching tool.
- Interwrite Workspace Pad - gives educators the ability to teach interactive lessons from anywhere in the classroom.
- Mind Mapping software - used to create diagrams of relationships between ideas or other pieces of information.
- Geometer's Sketch Pad - mathematics visualization software.
- GeoGebra –interactive mathematic tool that allows for visualization of mathematic concepts as parameters change.
- Virtual graphing software—teaching tool used to educate students on the use of graphing utility.
- Graphing Utilities—allows for visualization of mathematical concepts.
- Microsoft Flight Simulators - allows students to learn and practice basic procedures, such as cockpit control manipulation and navigation, based U.S. Naval flight training syllabus.
- Biomedical Project Lead The Way - uses a combination of activity-based, project-based and problem-based (APPB) learning styles to engage students.
- Engineering Project Lead The Way - creates an environment for applying engineering concepts to real problems.
- LabVIEW—Health care operational tools - Virtual instrumentation allows medical researchers and practitioners to combine the traditional diagnostic tools with advanced technologies.
- Closed Circuit TV Studio – full featured digital studio based on Newtek's VT-5 and Lightwave's modeling, rendering and animation system.
- Microsoft Sharepoint Services - a scalable, manageable platform for collaboration and the development of Web-based applications.
- Electronic Trading Post – A secure place for teachers to share and collaborate.
- Promethean Class Response System - turns question and answer into query, communicate and check comprehension.
- ExamView –testing and assessment software used to develop online test, study guides and assessment data collection.
- Pinnacle Internet Viewer - formative assessment and standards-based Web based grading book that provides an accessible grade, assignment and attendance reporting system

### PROFESSIONAL PRESENTATIONS

- Center for Energy Workforce Development Conference, Charlotte, NC
- K-12 Conference/Innovation Fair, Orlando, FL
- Education Summit, Charleston, SC

- Mississippi Power/Mississippi Gulf Coast Economic Development Alliance
- University of Mississippi Leadership Class
- Pensacola Chamber Gopher Breakfast
- Pensacola Rotary Club
- Pensacola Suburban Rotary Club
- Cantonment Rotary Club
- Kiwanis Club
- Pensacola Leadership

## **QUALIFICATIONS**

Certified and experienced business education instructor, curriculum coordinator, postsecondary principal and high school principal. Master's degree in Administration and Supervision. Completed principals' training program and internship.

## **EDUCATION**

1984-1988 -- Completed 15 graduate semester hours in Business Education

1985-1986 -- The University of West Florida. M.Ed. in Administration and Supervision

1980-1981 -- The University of West Florida. B.S. in Business Education (Cum Laude)

1979-1980 -- Faulkner State Junior College

## **ACTIVITIES AND ACHIEVEMENTS**

AdvancED Florida State Council member (SACS CASI)

Member of Northwest Florida Next Generation Learning Community Committee

Board Member of Communities in Schools (CIS)

Member of Escambia Association of Career and Technical Educators

Member of Escambia Association for Administrators in Education

Mentor for Take Stock in Children

Past President of Escambia Association of Career and Technical Education

Outstanding Vocational Rookie Award for Escambia County

Teacher of the Year at George Stone Center

Vocational Teacher of the Year for Escambia County

Served on State Automotive Youth Education Services Committee

Outstanding Instructional Support Personnel Phi Delta Kappa

Administrator of the Year Florida Association of Technical & Industrial Education

## **EXPERIENCE**

August 2001- present: Principal of West Florida High School

February 1997 – 2001: Principal of George Stone Center

May 1989 – February 1997: Curriculum Coordinator at George Stone Center

June 1982- May 1989: Business Education Instructor at George Stone Center