

Leon High School

School Improvement Plan

2023-2024

I. Mission

It is our mission that all students graduate from Leon High School prepared to the best of their abilities to be creative problem-solvers and adaptive to change in a globally competitive society.

II. School Environment

A. Student Population

| | | |
|---------------------------|-------|---------|
| Total Enrollment: | 1,909 | |
| White: | 784 | (41.4%) |
| Black: | 756 | (39.9%) |
| Hispanic | 165 | (8.7%) |
| Asian or Pacific Islander | 66 | (3.5%) |
| Other/multi | 120 | (6.3%) |

B. Instructional & Administrative Population

Total Instructional & Administrative: 101 (95 instructional, 6 administrative)

| | | |
|--------|----|---------|
| White: | 87 | (86.1%) |
| Black: | 11 | (11%) |
| Other: | 3 | (2.9%) |

* When a vacancy arises, all efforts will be made to interview a diverse applicant pool. A subcommittee focused on contracting a diverse and qualified staff has been established through SAC to aide in the hiring process.

C. Resources for Students

Leon High School offers a comprehensive guidance department composed of 4 full-time guidance counselors, 2 school social worker, and 1 assistant principal. The guidance department also has access to both public and private industry counseling services. Leon High School guidance counselors provide services in academic planning, post-secondary planning, grief counseling, conflict resolution, as well as other areas.

D. Family & Community Involvement

1. Leon High School has a very active Parent/Teacher Organization (PTO). The Leon High School PTO provides thousands of volunteer hours each year. These hours are logged as helping in the various administrative offices and media center; assisting at student recognition events, club events, and athletic events; and serving as a member of the Leon High School Foundation. The Leon High School PTO also coordinates with dozens of business partners that provide goods and services to Leon High School.
2. The Leon High School Advisory Council (SAC) is a body of school administrators, school faculty, parents and community members that serves as an advisory board for the Leon High School community. The Leon High School SAC approves the school improvement plan each year as well as provides input on policies and procedures that affect Leon High School.

3. The Leon High School Leadership Team is made up of school administrators and faculty department heads.

Michael Bryan-Principal

Cari Molinaro-Assistant Principal

Chris Warfel-Assistant Principal

Sonja Reed-ESE

Stacy Fabrega-English & Foreign Languages

Michael Green-Science

Christine Beam-Vocational

Kelly Folmar- Guidance

Mallory McGinnis, Testing Coordinator

Deshone Hedrington-Assistant Principal

Riley Bell- Assistant Principal

Kayce Giglio – Literacy Coach

Ed Prasse-Performing/Fine Arts

Kim Garcia-Math

Erica Sears-Social Studies

Angie Strickland-Physical Education

Sgt. Major Brown - ROTC

Tyrone McGriff – Dean of Students

III. Goals

A. Attendance

Our goal is to maintain at least 90% average daily attendance rate for the 2023-24 school year. School staff will continue to focus on those students with excessive absences (10 or more absences during a school year) by collecting data at the midpoint and end of each grading period. Resources and counseling will be provided for students that fit these criteria. We saw a continued increase in the number of students with excessive absences for the 2021-2022 school year. School policies incorporate participation in extra-curricular activities with school attendance.

Historical Data (Average Daily Attendance):

2020-21 Goal: At least 90%

2020-21 school year: 71.4%

2021-22 Goal: At least 90%

2021-22 school year: 86.65%

2022-23 Goal: At least 90%

2022-2023 school year: 85.33%

2023-2024 Goal: At Least 90%

B. Discipline

Our goal is to reduce the number of out-of-school suspensions (OSS) and number of suspension days by 10%. The goal was not met last school year due to an increase in School Environment Safety Incident Reporting (SESIR) incidents such as alcohol or drug possession that require more severe consequences. School faculty, staff, and administrators will use prevention, intervention, and de-escalation tactics in lieu of OSS whenever possible, and students will be taught self-regulation skills through character education, learning strategies class, and, when necessary, one-on-one counseling with a guidance counselor, behavior specialist, or administrator. Therapeutic Drumming class will also be offered as an incentive and intervention for students with behavioral challenges. School staff will also contact families of students receiving referrals to ensure they are aware of all counseling and tutoring services available such as New Horizons and Pierian. The administration will continue to use parent contacts, lunch detentions, mediations, counseling, and Opportunity for Improvement (OFI {in-school suspensions}) for minor offenses to help reduce out of school suspension.

Historical Data (Number of out-of-school suspensions)

2020-21 school year: 163 out-of-school suspensions, 617 total days

2021-22 school year: 164 out-of-school suspensions, 1606 total days

2022-23 school year: 428 out-of-school suspensions, 1859 days

C. Reading

Our goal is to increase by 2% the number of students that score on grade level on the F.A.S.T.

| <u>Historical Data (% scoring on Grade Level)</u> | | <u>(% one-year of growth)</u> |
|---|------------|-------------------------------|
| 2020-21 Goal: | 72% | 60% |
| 2020-21 school year: | 60% | 51% |
| 2021-22 Goal: | 70% | 61% |
| 2021-22 school year: | 50% | |
| 2022-23 Goal: | 55% | |
| 2022-23 school year: | 58% | |
| 2023-2024 Goal: | 60% | |

D. Math

Our goal is to increase by 3% the number of students that score on grade level on the Algebra EOC.

| <u>Historical Data (% scoring on Grade Level)</u> | |
|---|------------|
| 2020-21 Goal: | 72% |
| 2020-21 school year: | 40% |
| 2021-22 Goal: | 50% |
| 2021-22 school year: | 50.2% |
| 2022-2023 Goal: | 55% |
| 2022-2023 school year: | 48% |
| 2023-2024 Goal: | 51% |

E. Science

Our goal is to increase by 3% the number of students that score on grade level and show one-year of growth on the new Biology EOC.

| <u>Historical Data (% scoring on Grade Level)</u> | |
|---|------------|
| 2020-21 Goal: | 59% |
| 2020-21 school year: | 79 |
| 2021-22 Goal: | 80% |
| 2021-22 school year: | 65.6% |
| 2022-23 Goal: | 70% |
| 2022-23 school year: | 53% |
| 2023-2024 Goal: | 56% |

F. US History EOC

Our goal is to increase by 1% the number of students that score on grade level on the US History EOC.

| <u>Historical Data (% scoring on Grade Level)</u> | |
|---|------------|
| 2020-21 Goal: | 84% |
| 2020-21 school year: | 76% |
| 2021-22 Goal: | 80% |
| 2021-22 school year: | 72% |

2022-23 Goal: 76%
2022-23 school year: 75%
2023-24 Goal: 76%

G. Advanced Placement

Our goal for the 2023-2024 school year is that we administer 1,100 tests and have an 78% pass rate. We hope to work on increasing enrollment in AP classes as we recover from the effects of COVID and lower enrollment.

| Historical Data (Number of AP exams) | | (% scoring 3 or above) |
|--------------------------------------|--------------|------------------------|
| 2020-21 Goal: | 1,350 | 70% |
| 2020-21 school year: | 1300 | 67% |
| 2021-22 Goal: | 900 | 70% |
| 2021-2022 school year: | 1,090 | 81% |
| 2022-2023 Goal: | 1,100 | 82% |
| 2022-2023 school year: | 1,180 | 76% |
| 2023-2024 Goal: | 1,100 | 78% |

H. Diversity Initiative

Our goal for the 2023-24 school year and beyond is to increase awareness of Honors and advanced placement classes to all students, specifically traditionally underserved populations. Additionally, our goal is to work to recruit and retain at least 2% of the faculty and staff who best reflect the diverse backgrounds of our students.

Areas of focus:

ELA: Vocabulary/ Reading Comprehension

Students who have a firm understanding of phonics, grammar and comprehension outperform those without on tasks requiring reading comprehension and writing.

For our lowest 25%, we are implementing the Lexia Power Up program purchased by the district. Students receive instruction and remediation via Lexia Power Up and their English teacher. Lexia Power Up level sets every student to work at their level and increases difficulty and levels as the student masters each area. Lexia Power Up has three instructional Strands: Word Study, Grammar, and Comprehension. Students will work in Lexia Power Up independently and participate in small and large group activities to support their needs based on data from the program. Strategically selected novels and work from Study Sync will also be utilized during class.

This year we have a full time Literacy Coach who will coach teachers on using data to implement instruction and work with groups. We also have a Reading Interventionist who will meet with classes and push into classrooms to work strategically with students in their specific areas of deficiency alongside the classroom teacher.

We hope to see improved scores for the lowest 25% in our ELA progress monitoring (between PM1 and PM2), then end of the year F.A.S.T., and in overall classroom performance.

Math: Increasing Scores of Students on the Algebra I and Geometry EOCs

The Math Department will be using IXL to help our students improve foundational skills and will also attend county provided professional development opportunities on the new B.E.S.T. standards.

We intend to see a 3% increase in the number of students that score on grade level and increase the number of students demonstrating one year's growth on the Algebra I and Geometry EOC exams.

Social Studies: Increasing Scores of Students on the US History EOC

After a decrease in pass rates due to COVID, the Social Studies Department will implement several strategies including but not limited to differentiating instruction, increasing the number of small group reviews, and participating in targeted data analysis.

We intend to see a minimum of 1% increase in the number of students who pass the US History EOC Exam.

Science: Strategies to improve student comprehension

The Science Department changed science course progression to allow general biology students an extra year for deeper understanding of scientific concepts and for maturation. This will increase rigor and student engagement to target pre-requisite skills and prior knowledge to improve student comprehension of science. Science teachers will also implement data driven strategies such as Claims, Evidence, Reasoning (CER), Argument Driven Inquiry (ADI), and Predict, Explain, Observe, Explain (PEOE); increase the use of formative assessments; and attend relevant professional development opportunities.

A Biology Professional Learning Community (PLC) has been created to allow the biology teachers time to meet, compare data, and collaboratively plan instruction to scaffold student knowledge and develop a deeper understanding of the content.

Through these actions, student comprehension should strengthen, resulting in a minimum 3% growth on the Biology EOC exam.