

Leon County Schools

# Leon High School



2018-19 School Improvement Plan

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# Leon High School

550 E TENNESSEE ST, Tallahassee, FL 32308

<https://www.leonschools.net/leon>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)  High School 9-12	<b>2018-19 Title I School</b>  No	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)  28%
<b>Primary Service Type</b> (per MSID File)  K-12 General Education	<b>Charter School</b>  No	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)  46%

## School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	A*

## School Board Approval

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

## SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

#### Provide the school's mission statement

Our mission is to prepare all of our students to be lifelong learners and productive citizens in an ever-changing world and global society.

#### Provide the school's vision statement

Leon High School will be an engaging, safe and respectful learning environment that produces successful learners who value diversity and are conscientious contributors to our society. To that end, instructional and organizational priorities are structured to focus on the needs of our student population by providing a flexible, comprehensive curriculum that includes rigor, diverse cultural experiences, with a strong emphasis in fine and performing arts, athletics and extracurricular programs.

### School Leadership Team

#### Membership

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

Name	Title
Epting, William	Principal
Giglio, Kayce	Instructional Coach
Hedrington, DeShone	Assistant Principal
Sears, Erica	Teacher, K-12
Ardley, Rick	Assistant Principal
Feely, Mark	Dean
Fabrega, Stacy	Teacher, K-12
Rice, Allen	Teacher, K-12
Prasse, Ed	Teacher, K-12
Garcia, Kim	Teacher, K-12
Green, Jackie	Teacher, K-12
Strickland, Angie	Teacher, K-12
Louwsma, Laurie	Teacher, ESE
Molinaro, Cari	Assistant Principal
Folmar, Kelly	Guidance Counselor

#### Duties

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

Our leadership team consists of teachers who are department chairs, our instructional/ reading coach and administrators.

Members of the RIT Leadership Team met with administration and other staff members to help develop the SIP. The team also collaborated with the SAC to obtain input from the council. The team

provided data, helped set goals and expectations, and suggested strategies that would ensure attainment of instructional goals as set forth by the school improvement plan.

## Early Warning Systems

### Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	65	90	102	83	340
One or more suspensions	0	0	0	0	0	0	0	0	0	139	88	67	5	299
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	40	89	96	62	287
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	106	74	71	35	286

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

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	47	60	57	28	192

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	30	31	36	17	114
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	70	20	44	2	136

Date this data was collected

Monday 8/20/2018

### Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
	0	0	0	0	0	0	0	0	0	225	195	154	114	688

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
	0	0	0	0	0	0	0	0	0	25	19	9	7	60

### Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	0	0	0	0	225	195	154	114	688

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	0	0	0	0	25	19	9	7	60

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

ELA scores: Students with Disabilities (SWD); This is not a trend. Both performance and achievement level rose compared to the 2017 scores.

Math: The BLK subgroup performed the lowest which is a trend from last year.

Science: (SWD); Yes

Social Studies: Students with Disabilities (SWD); This is a trend. Most ESE students have disabilities pertaining to language and reading. The US History EOC is a reading based test.

**Which data component showed the greatest decline from prior year?**

ELA scores: Both Multi (MUL) and Asian (ASN) dropped by 3% from the previous year.

Math: Math learning gains decreased by 6% decreasing the most with Hispanic students.

Science: BLK subgroup

Social Studies: (SWD)

**Which data component had the biggest gap when compared to the state average?**

ELA: Our lowest 25% is our gap area. We scored 37% while the state average is 44%.

Math: The math achievement level was 16% higher than the state average.

Science: BLK subgroup showed the greatest decline by 6%.

Social Studies: The SWD subgroup decreased by 6% compared to last year.

**Which data component showed the most improvement? Is this a trend?**

Our ELA gains showed the most improvement. We believe this is due in part to the inclusion of CommonLit into our curriculum.

Math: The learning gains of white students increased by 5%. No data to determine if this is a trend.

Science: White (WHT) and Asian (ASN)

Social Studies: Hispanic (HSP)

**Describe the actions or changes that led to the improvement in this area**

ELA: Teachers included weekly on bi-weekly CommonLit practices at all ability levels in both 9th and 10th grade.

Math: All teachers participated in cooperative learning trainings and instructional rounds where benchmarks were examined and rubrics were developed for students who are above and below grade level.

Science: Monthly PLC meetings to share progress, success, and next steps; formative assessments

Social Studies: Our students scored 15% higher on the US History EOC compared to the state. Teachers collaborated more and focused on more engaging instruction.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	67%	57%	56%	64%	55%	53%
ELA Learning Gains	55%	52%	53%	51%	48%	49%
ELA Lowest 25th Percentile	37%	37%	44%	36%	37%	41%
Math Achievement	67%	52%	51%	68%	54%	49%
Math Learning Gains	54%	42%	48%	60%	45%	44%
Math Lowest 25th Percentile	54%	42%	45%	55%	39%	39%
Science Achievement	66%	64%	67%	63%	64%	65%
Social Studies Achievement	82%	77%	71%	81%	77%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	65 (225)	90 (195)	102 (154)	83 (114)	340 (688)
One or more suspensions	139 (0)	88 (0)	67 (0)	5 (0)	299 (0)
Course failure in ELA or Math	40 (0)	89 (0)	96 (0)	62 (0)	287 (0)
Level 1 on statewide assessment	106 (0)	74 (0)	71 (0)	35 (0)	286 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	66%	60%	6%	53%	13%
	2017	65%	56%	9%	52%	13%
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	68%	58%	10%	53%	15%
	2017	65%	57%	8%	50%	15%
Same Grade Comparison		3%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	69%	-5%	65%	-1%
2017	63%	69%	-6%	63%	0%
Compare		1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	83%	79%	4%	68%	15%
2017	82%	80%	2%	67%	15%
Compare		1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	67%	71%	-4%	62%	5%
2017	69%	78%	-9%	60%	9%
Compare		-2%			



GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	66%	60%	6%	56%	10%
2017	58%	60%	-2%	53%	5%
Compare		8%			

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	80	61	42	80	61	64	83	93		98	68
BLK	43	44	32	45	41	48	37	64		79	36
HSP	76	69	64	76	53		76	90		96	65
ASN	84	59		81	82		92	91		100	46
MUL	60	62		70	50		46	80			
SWD	25	30	18	35	33	23	26	41		69	13
FRL	47	47	32	51	51	53	47	63		79	33
ELL	30	42	38	44	30						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	82	60	40	80	66	59	76	91		98	66
BLK	35	37	32	48	49	47	43	62		95	30
HSP	65	52	44	77	64	90	63	86		94	44
ASN	87	68		92	61		86	92			
MUL	63	56		59	67		70	79		100	50
SWD	20	26	19	38	54	48	25	47		82	11
FRL	40	40	32	56	51	52	47	64		96	34
ELL	20	13		53	43						

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

### Activity #1

<b>Title</b>	ELA: Vocabulary/Reading Comprehension
<b>Rationale</b>	Students with broad vocabularies generally out perform those with limited vocabularies on tasks requiring reading comprehension. Improving vocabulary should improve comprehension.
<b>Intended Outcome</b>	We hope to see improved scores by at least 1% for our lowest 25% in our ELA progress monitoring, ELA FSA, and in overall classroom performance.
<b>Point Person</b>	Stacy Fabrega (fabregas@leonschools.net)

#### Action Step

<b>Description</b>	For our lowest 25% we will implement systematic vocabulary instruction using vocabulary for success. These texts focus on building background vocabulary especially in the areas of science and history.
<b>Person Responsible</b>	Stacy Fabrega (fabregas@leonschools.net)

#### Plan to Monitor Effectiveness

<b>Description</b>	We will monitor effectiveness through classroom formative and summative assessments, ELA progress monitoring and ELA FSA scores.
<b>Person Responsible</b>	Stacy Fabrega (fabregas@leonschools.net)

### Activity #2

<b>Title</b>	Math: Alg. I and Geometry Scores
<b>Rationale</b>	We want to get back to the level of excellence that we experienced in years past.
<b>Intended Outcome</b>	To see a 1% increase in the # of students that score on grade level and show one year growth on the Alg I & Geometry EOC's.
<b>Point Person</b>	Kim Garcia (garciak@leonschools.net)

#### Action Step

<b>Description</b>	To implement cooperative learning strategies from Kagan training & attend county-wide Algebra I trainings.
<b>Person Responsible</b>	Kim Garcia (garciak@leonschools.net)

#### Plan to Monitor Effectiveness

<b>Description</b>	Progress Monitoring
<b>Person Responsible</b>	Kim Garcia (garciak@leonschools.net)

### Activity #3

**Title** Social Studies: Increasing Scores of Students with Disabilities  
**Rationale** Data has gone down and we want to teach SWD's to cope with their disability and succeed on the test.

**Intended Outcome** SWD's will increase their sub group pass rate by 1%.

**Point Person** Erica Sears (searse@leonschools.net)

#### Action Step

**Description** We will do this by differentiating instruction, doing more small group reviews participating in target Team to analyze student data.

**Person Responsible** Erica Sears (searse@leonschools.net)

#### Plan to Monitor Effectiveness

**Description** District Based Progress Monitoring

**Person Responsible** Erica Sears (searse@leonschools.net)

### Activity #4

**Title** Science: Literacy strategies to improve student comprehension  
**Rationale** To target pre-requisite skills/prior knowledge to improve students' comprehension of science

**Intended Outcome** To increase the number of students achieving proficiency from 64% to at least 65% on Biology EOC.

**Point Person** Allen Rice (ricea@leonschools.net)

#### Action Step

**Description** All science teachers will increase rigor and student engagement in learning science by implementing CRE and PEOE science lessons.  
use formative assessment data  
Attend relevant science professional development.

**Person Responsible** Allen Rice (ricea@leonschools.net)

#### Plan to Monitor Effectiveness

**Description** Teacher observations and walkthroughs  
Student assessment  
Students' grades on CER and PEOE activities

**Person Responsible** Allen Rice (ricea@leonschools.net)

## Part IV: Title I Requirements

### **Additional Title I Requirements**

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

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

We are not a Title I school, however, we will provide the following information.

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. In addition, Leon has a committed group of mentors who offer assistance with college preparation, study habits, homework/projects, setting goals and pre-employment strategies. Mentors meet with students one hour per week.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **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**

Leon high School offers a comprehensive guidance department composed of 4 full-time guidance counselors, 1 graduation coach, and 1 assistant principal. The guidance department also has access to a county provided social worker as well as both state provided 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.

The New Horizon program is on site and its goal is to help students make constructive choices so that they may increase positive and responsible behavior both at school and in the community. We've established a cooperative agreement with other counseling agencies, such as, Oasis Center for Girls and Women, Capital City Youth Services (CCYS), and Turn About.

The school community continues to take an active part in programs at Leon with over 20,000 volunteer hours logged annually with numerous PTO, one-mentor to one-student partnership, and business partners supporting school initiatives weekly.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

**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 school RTI Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal students achievement for all students. The team meets once a month. Examples of activities during monthly meetings include reviewing students data (screening, progress monitoring). The review of data will facilitate identification of students who are at moderate or high risk for not achieving benchmarks/standards. Based on evaluation of data and identification of students needs, the team will identify strategies for the student and identify professional development and resources needed for teachers.

Title II funds are primarily utilized for teacher in-service and training. Administration gathers in-service needs during the summer and plans teacher travel and in-service activities based on needs assessment. Leon High School receives a small amount of Title X Homeless funds. These funds are used to provide school supplies and student fees for students who meet the Title X qualifications. Leon High school participates in federal subsidized free and reduced lunch programs. Qualified students apply for these funds.

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

Guidance counselors visit English classrooms during the first and fourth grading period to review graduation requirements and discuss academic plans. During the fourth grading quarter, all homeroom teachers help students select courses for the next year. In addition, counselors are available throughout the year to provide graduation checks and college guidance. Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture Initiatives include:

\*The promotion of increased student participation and performance in Advanced Placement® (AP) coursework; \*The use of the HMH Collections® curriculum to increase rigor in English Language Arts classes in middle and high schools

## Part V: Budget

Total:	\$5,000.00
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