

# Leon High School

## School Improvement Plan

2022-2023

### 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:	1,910	
White:	835	(44%)
Black:	747	(39.3%)
Hispanic	150	(7.9%)
Asian or Pacific Islander	64	(3.4%)
Other/multi	99	(5.2%)

#### B. Instructional & Administrative Population

Total Instructional & Administrative: 109 (103 instructional, 6 administrative)

White: 92 (84%)

Black: 14 (13%)

Other: 3 (3%)

\* 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, 1 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	Deshone Hedrington-Assistant Principal
Cari Molinaro-Assistant Principal	Riley Bell- Assistant Principal
Chris Warfel-Assistant Principal	Kayce Giglio – Literacy Coach
Sonja Reed-ESE	Ed Prasse-Performing/Fine Arts
Stacy Fabrega-English/Reading Interventionist	Kim Garcia-Math
Michael Green-Science	Erica Sears-Social Studies
Serena Henault-Foreign Language	Christine Beam-Vocational
Angie Strickland-Physical Education	Kelly Folmar- Guidance
Mallory McGinnis, Testing Coordinator	Sgt. Major Brown - ROTC

### III. Goals

#### A. Attendance

Our goal is to maintain at least 90% average daily attendance rate for the 2022-23 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):

2016-17 school year:	94.3%
2017-18 school year:	92.5%
2018-19 school year:	91.3%
2019-20 school year:	91.39%
<b>2020-21 Goal:</b>	<b>At least 90%</b>
2020-21 school year:	71.4%
<b>2021-22 Goal:</b>	<b>At least 90%</b>
2021-22 school year:	86.65%
<b>2022-23 Goal:</b>	<b>At least 90%</b>

#### 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 the lack of normalcy of the past two school years. Specifically, students were lacking self-regulation and conflict resolution skills necessary to navigate a normal school day in addition to lingering fear and anxiety of a global pandemic. 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 social-emotional learning lessons. 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)

2016-17 school year: 130 out-of-school-suspensions, 648 total days

2017-18 school year: 299 out-of-school suspensions, 1141 total days  
 2018-19 school year: 101 out-of-school suspensions, 488 total days  
 2019-20 school year: 135 out-of-school suspensions, 663 total days  
 2020-21 school year: 163 out-of-school suspensions, 617 total days  
 2021-22 school year: 164 out-of-school suspensions, 1606 total days

C. Reading

Our goal is to increase by 5% the number of students that score on grade level and show one-year of growth from the former FSA-ELA to the new F.A.S.T.

<u>Historical Data (% scoring on Grade Level)</u>		<u>(% one-year of growth)</u>
2016-17 school year:	64%	51%
2017-18 school year:	67%	55%
<b>2018-19 Goal:</b>	<b>69%</b>	<b>57%</b>
2018-19 school year:	70%	59%
2019-20 school year:	N/A	N/A
<b>2020-21 Goal:</b>	<b>72%</b>	<b>60%</b>
2020-21 school year:	60%	51%
<b>2021-22 Goal:</b>	<b>70%</b>	<b>61%</b>
2021-22 school year:	50%	
<b>2022-23 Goal:</b>	<b>55%</b>	

D. Math

Our goal is to increase by 5% the number of students that score on grade level on the Algebra EOC.

<u>Historical Data (% scoring on Grade Level)</u>	
2016-17 school year:	68%
2017-18 school year:	67%
<b>2018-19 Goal:</b>	<b>68%</b>
2018-19 school year:	71%
2019-20 school year:	N/A
<b>2020-21 Goal:</b>	<b>72%</b>
2020-21 school year:	40%
<b>2021-22 Goal:</b>	<b>50%</b>
2021-22 school year:	50.2%
<b>2022-2023 Goal:</b>	<b>55%</b>

E. Science

Our goal is to increase by 5% 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>	
2016-17 school year:	63%
2017-18 school year:	66%
<b>2018-19 Goal:</b>	<b>67%</b>
2018-19 school year:	58%
2019-20 school year:	N/A

**2020-21 Goal: 59%**  
 2020-21 school year: 79  
**2021-22 Goal: 80%**  
 2021-22 school year: 65.6%  
**2022-23 Goal: 70%**

F. US History EOC

Our goal is to increase by 4% the number of students that score on grade level on the US History EOC.

Historical Data (% scoring on Grade Level)

2016-17 school year: 81%  
 2017-18 school year: 82%  
**2018-2019 Goal: 83%**  
 2018-19 school year: 83%  
 2019-20 school year: N/A  
**2020-21 Goal: 84%**  
 2020-21 school year: 76%  
**2021-22 Goal: 80%**  
 2021-22 school year: 72%  
**2022-23 Goal: 76%**

G. Advanced Placement

Our goal for the 2022-2023 school year is that we administer 1,100 tests and have an 82% pass rate. We hope to work on increasing enrollment in AP classes as we recover from the effects of COVID and lower enrollment.

<u>Historical Data (Number of AP exams)</u>		<u>(% scoring 3 or above)</u>
2016-17 school year:	1,297	60%
2017-18 school year:	1,260	58%
2018-19 school year:	1,327	68%
2019-20 school year:	1,244	74%
<b>2020-21 Goal:</b>	<b>1,350</b>	<b>70%</b>
2020-21 school year:	1300	67%
<b>2021-22 Goal:</b>	<b>900</b>	<b>70%</b>
2021-2022 school year:	1,090	81%
<b>2022-2023 Goal:</b>	<b>1,100</b>	<b>82%</b>

H. Diversity Initiative

Our goal for the 2022-23 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 with broad vocabularies generally outperform those with limited vocabularies on tasks requiring reading comprehension. Improving vocabulary should improve comprehension.

For our lowest 25%, we have implemented intensive reading classes: students are selected for this course based on their latest FSA score. Students receive individualized instruction in a one-on-one and small group setting. Resources such as Khan Academy, CommonLit 360, Vocabulary for Success, and strategically selected novels are being utilized during these sessions.

This year we have a full time Literacy Coach and a full time Reading Interventionist to work strategically with students in their specific areas of deficiency in addition to the classroom teachers.

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

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

The Math Department will reimplement cooperative learning strategies from Kagan training, use Math Nation resources, as well as attend county provided professional development opportunities on the new BEST Standards.

We intend to see a minimum 5% 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 4% 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 5% growth on the Biology EOC exam.