Leon High School

2022-23 Schoolwide Improvement Plan

Table of Contents

Leon High School

550 E TENNESSEE ST, Tallahassee, FL 32308

https://www.leonschools.net/leon

Demographics

Principal: Michael Bryan

Start Date for this Principal: 9/6/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: A (65%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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550 E TENNESSEE ST, Tallahassee, FL 32308

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	37%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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.

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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Bryan, Michael	Principal	Leads a team of stakeholders to provide a safe atmosphere free of any bias in which students can achieve their maximum potential; provides a continuous learning model for teachers that fosters engagement for students at the highest level.
Molinaro, Cari	Assistant Principal	Responsible for building the master schedule that aligns with state benchmarks and standards and all things curriculum related
Warfel, Chris	Assistant Principal	Oversees all things concerning school safety and student discipline
Fabrega, Stacy	Instructional Coach	Monitors and disaggregates data for ELA with the intent to increase student achievement
Henault, Serena	Other	Responsible to standards taught and materials needed for Foreign Language Department
Strickland, Angie	Teacher, K-12	Responsible for standards taught and materials pertaining to Physical Education
Hedrington, DeShone	Assistant Principal	Responsible for all things attendance - to increase daily average attendance; monitoring and reporting truancy
Bell, Riley	Assistant Principal	Responsible for all things related to facilities; campus parking and athletics
Giglio, Kayce	Reading Coach	Responsible for monitoring and disaggregating data pertaining to reading to improve student achievement on state testing
Prasse, Ed	Teacher, K-12	Responsible for standards and materials pertaining to performing arts department
Garcia, Kim	Teacher, PreK	Responsible for standards and materials pertaining to the Math department
Sears, Erica	Teacher, K-12	Responsible for standards and materials pertinent to the social studies department
Beam, Christine	Teacher, K-12	
Folmar, Kelly	School Counselor	Responsible for all things pertaining to guidance, acadmic plans and mental wellness protocols; collaborates with APC for placement in academic programs

Name	Position Title	Job Duties and Responsibilities
Mcgriff, Tyrone	Dean	Works in collaboration with admin team for safety and security; assists administration with processing referrals and engaging students in conflict resolution

Demographic Information

Principal start date
Tuesday 9/6/2022, Michael Bryan

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
13

Total number of teacher positions allocated to the school
103

Total number of students enrolled at the school
1,943

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	558	484	505	409	1956
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	154	109	135	107	505
One or more suspensions	0	0	0	0	0	0	0	0	0	97	62	32	27	218
Course failure in ELA	0	0	0	0	0	0	0	0	0	74	65	42	29	210
Course failure in Math	0	0	0	0	0	0	0	0	0	81	95	83	40	299
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	145	88	107	49	389
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	165	57	54	21	297
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	120	80	81	23	304

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	163	124	111	57	455

Using current year data, complete the table below with the number of students identified as being "retained.":

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	89	45	46	2	182
Students retained two or more times	0	0	0	0	0	0	0	0	0	24	21	24	4	73

Date this data was collected or last updated

Wednesday 9/14/2022

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	557	485	504	409	1955
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	198	126	138	97	559
One or more suspensions	0	0	0	0	0	0	0	0	0	56	40	16	6	118
Course failure in ELA	0	0	0	0	0	0	0	0	0	74	62	41	29	206
Course failure in Math	0	0	0	0	0	0	0	0	0	81	90	78	40	289
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	143	87	95	38	363
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	163	57	53	21	294
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	168	126	108	51	453

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	89	46	47	2	184
Students retained two or more times	0	0	0	0	0	0	0	0	0	24	21	25	4	74

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	557	485	504	409	1955
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	198	126	138	97	559
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Course failure in ELA	0	0	0	0	0	0	0	0	0	74	62	41	29	206
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Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	143	87	95	38	363
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Students retained two or more times	0	0	0	0	0	0	0	0	0	24	21	25	4	74

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	55%	51%				70%	57%	56%
ELA Learning Gains	56%						59%	52%	51%
ELA Lowest 25th Percentile	46%						33%	40%	42%
Math Achievement	62%	36%	38%				71%	56%	51%
Math Learning Gains	64%						57%	47%	48%
Math Lowest 25th Percentile	56%						56%	47%	45%
Science Achievement	60%	47%	40%				58%	67%	68%
Social Studies Achievement	72%	46%	48%				83%	82%	73%

Grade Level Data Review - State Assessments
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

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	70%	-11%	67%	-8%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	75%	-75%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	81%	1%	70%	12%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	69%	-9%	61%	-1%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	67%	10%	57%	20%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	33	43	40	39	45		41	33		89	17
ELL	5	56	60	64						100	73
ASN	59	54						80			
BLK	40	48	45	44	62	58	37	48		92	34
HSP	54	58	50	61	52	55	47	85		100	77
MUL	49	47	27	55	70		36	72		79	53
WHT	78	62	47	81	66	50	81	88		96	76
FRL	37	44	41	47	55	51	41	50		94	40
2021 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 2019-20	C & C Accel 2019-20
SWD	33	52	52	37	37	40	52	41		91	19
ELL		19	27	27						79	73

2021 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 2019-20	C & C Accel 2019-20
ASN	72	52		50	50					100	68
BLK	38	38	29	32	26	25	63	55		93	47
HSP	61	57	64	67	35		80	78		93	76
MUL	55	55	45	68	41		90	90		94	38
WHT	80	62	45	70	38	48	87	90		97	72
FRL	34	37	29	36	30	35	55	56		92	48
2019 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 2017-18	C & C Accel 2017-18
SWD	31	37	22	32	38	40	24	38		91	17
ELL	39	73									
ASN	83	76						90		92	91
BLK	45	44	28	53	49	47	36	61		93	53
HSP	77	64		85	68		78	91		97	57
MUL	67	56		60	50		53	82		100	69
WHT	83	68	45	83	62	65	71	94		97	68
FRL	50	46	30	54	51	54	43	67		91	49

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	624
Total Components for the Federal Index	10
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students scoring on grade level on ELA dropped 10% and scored 2% below the district and state level. It is important to note, that students who scored above grade level on ELA scored higher than the district and state.

Math scores according to Algebra/Geometry EOC's increased by 10%.

Students passing the US History EOC dropped by 4%

Students passing the Biology EOC dropped 13% from the previous year. It's important to note that science socres increase to 21% during the 2020-21 school year.

Graduation rates continues to be above a 92%. Last year our rate was 94.7%.

Considering learning loss and decrease in attendance due to the pandemic, students scores on state testing, coupled with other components on school grade, Leon High School maintained an A.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on our data, ELA and Science are core areas that demonstrate the greatest need.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In addition to learning gaps due to the pandemic, students needed increased rigor and student engagement to pre-requisite skills and prior knowledge to improve student comprehension of science. Science department changed science course progression to allow general biology students an extra year for deeper understanding of scientific concepts and for maturation.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Students scoring on grade level in math increased 10% from previous year. 38.9 % of students continue to score above average on ELA test which is above the district and state. US History EOC scores continue to be above the state level.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Math department reimplemented cooperative learning strategies from Kagan training, used Math Nation resources, as well as attend county provided professional development opportunities on the new BEST Standards.

What strategies will need to be implemented in order to accelerate learning?

We will use progress monitoring data analysis to structure differentiated instruction for small group reviews. We intend to see an acceleration in learning across curricula with these strategies. Our strategy is to use Literacy Coach and Reading and Math interventionist to progress monitor in small group for specific differentiated learning. For our lowest 25%, we have implemented intensive reading classes: students are selected for this course based on their latest FSA score

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

A Biology 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. PD is being implemented in monthly faculty meetings by Literacy Coach and peer sharing presentations on best practices.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

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 also have a Math Interventionist who will work in small groups with students to address their specific areas of deficiency.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Prior to the pandemic, 67% of students taking the Algebra I EOC scored on grade level. 50% of students scored on grade level in the 2021-22 Algebra EOC.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will use Algebra and Geometry EOC to measure outcome. 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.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The math department will monitor progress throughout the year using state and school created interim and formative assessments.
Person responsible for monitoring outcome:	Cari Molinaro (molinaroc@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The Math Department will reimplement cooperative learning strategies from Kagan training, Math Nation resources, as well as attend county provided professional development opportunities on the new BEST Standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The math department experienced growth when using these strategies in previous years.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Math department will continue Kagan training
2. Attend county wide professional development
3. Focused department meeting on student engagement and vocabulary
4. Utilize EOC's for progress monitoring

Person Responsible Kim Garcia (garciak@leonschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Students with broad vocabularies generally outperform those with limited vocabularies on tasks requiring reading comprehension. Improving vocabulary should improve comprehension.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	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.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ELA progress monitoring between PM1 and PM2. Reading interventionist will monitor data in small group reviews of specific area of deficiency. The Literacy Coach will make to instructional and pacing decisions based on progress monitoring each quarter.
Person responsible for monitoring outcome:	Kayce Giglio (gigliok@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	For our lowest 25%, we have implemented intensive reading classes: students are selected for this course based on their latest FSA score.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.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Individualized instruction in a one-on-one and small group setting.
2. Resources such as Khan Academy, CommonLit 360, Vocabulary for Success
3. Strategically selected novels are being utilized during these sessions.

Person Responsible   Kayce Giglio (gigliok@leonschools.net)

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After a decrease in pass rates due to Covid, the Social Studies Department will implement several strategies to increase student achievement in social studies and U.S. History EOC.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We intend to see a minimum of 4% increase in the number of students who pass the US History EOC Exam.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructors will use progress monitoring as established by the school district.
Person responsible for monitoring outcome:	Erica Sears (searse@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Instructors will use small group review and differentiated instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We have had consistent success using these strategies. Students across ability levels are engaged and show growth from the beginning of the year to the culminating EOC.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Differentiate instruction
2. Increase the number of small group reviews
3. Participate in targeted data analysis.

Person Responsible   Erica Sears (searse@leonschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Students scoring on grade level on Biology EOC dropped 13.4% in the 2021-22 school year. Thus, the Science Department changed science course progression to allow general biology students an extra year for deeper understanding of scientific concepts and for maturation.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We anticipate student comprehension should strengthen, resulting in a minimum 5% growth on the Biology EOC exam.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Instructors will use progress monitoring quarterly as established by the school district.
Person responsible for monitoring outcome:	Cari Molinaro (molinaroc@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This will increase rigor and student engagement to target pre-requisite skills and prior knowledge to improve student comprehension of science. A Biology 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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data driven strategies such as Claims, Evidence, Reasoning (CER)
2. Argument Driven Inquiry (ADI)
3. Predict, Explain, Observe, Explain (PEOE)
4. Increase the use of formative assessments
5. Attend relevant professional development opportunities

Person Responsible	Cari Molinaro (molinaroc@leonschools.net)

#5. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Average daily attendance dropped below 90% since the pandemic (2020-21 & 2021-22). It is our goal for students to embrace attending school and feeling a part of the Tradition, Pride and Excellence of Leon High School. It is our expectation to shape the minds of students to re-discover the value of attending school.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Use weekly Attendance data in Focus to increase average daily attendance rate to at least 90% decreasing habitual truancy.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The APA will use weekly Focus reports to track and monitor students in the three levels of truancy.
Person responsible for monitoring outcome:	DeShone Hedrington (hedringtond@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion. Identify and respond to patterns of chronic absence and truancy utilizing various agencies such as counselours, law enforcement, homelessness, foster care, etc. Identify students with attendance problems early to provide appropriate support services and interventions.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale is to collaborate with the parents, school and the community to provide solutions to students who struggle with attending school. The administration will work in conjunction with Intervention Services to combat non-attendance.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor teacher's Not taking attendance report daily.
2. Proactively contact parents when absences occur.
3. Collaborate with various agencies to create individualize plans for struggling students.
4. Intentionally celebrate attendance gains during quarterly
5. Identify students with attendance problems early to provide appropriate support services and interventions.

Person Responsible   DeShone Hedrington (hedringtond@leonschools.net)

#6. Positive Culture and Environment specifically relating to Discipline

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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. The goal is to restore the Tradition, Pride and Excellence of Leon High School.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our goal is to reduce the number of out-of-school suspensions (OSS) and number of suspension days by 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The school culture and environment will be monitored through weekly discipline data in Focus. We will monitor Handle Me with Care reports sent via Student Support and Mental Health Services as well as threat assessments reported via our guidance department on campus.
Person responsible for monitoring outcome:	Chris Warfel (warfelc@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale is to collaborate closely with stakeholders (home, school and community partners) to mitigate conflicts. We believe that fostering positive relationships is a key strategy to accomplish this goal.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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. .We will also monitor reports from Student Support and Mental Health Services regarding Handle with Care Incidences

Person Responsible   Chris Warfel (warfelc@leonschools.net)

#7. Positive Culture and Environment specifically relating to School Safety and Security	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Leon High School is committed to providing a safe atmosphere for all stakeholders on campus. Last school year, we experienced an increase in verbal and physical altercations after fully opening from the hybrid model during the pandemic. Additionally we experienced increased altercations at the nearby business establishment especially during lunch. This year the focus is to increase safety and security personnel as hall monitors to keep administration abreast of safety concerns, The increased personnel will aid to monitor checkpoints to prohibit underclassmen from leaving campus during lunch in an effort to keep them safe.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We anticipate a decrease in physical altercations by at least 10% due to increased supervision especially during lunch, a time when verbal and physical aggression increases.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We have opened halls that were normally closed during lunch to give students a cool and safe place to socialize with visible supervision at entrances and exits. We have personnel at the main entrance (guard shack) to screen all persons entering the campus. We have increased cameras on the campus that are constantly monitored by administration and our school resource deputy. We adhere to the routine evacuation and lock-down procedures and threat assessments per district policy and guidelines. We will gather and act on continuous feedback from our students, families, and school staff via climate surveys concerning safety and security concerns.
Person responsible for monitoring outcome:	Chris Warfel (warfelc@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We are developing a culture to build effective relationships with students. When issues occur they are comfortable to report it. We practice safe, consistent routines for students during the school day and review them quarterly at grade level assemblies. Adults are visibly positioned on campus for supervision to see, hear and to report incidences as necessary.
Rationale for Evidence-based Strategy: Explain the	Students will feel a sense of security knowing that Leon cares about their well-being.. At times of struggle or crisis students are comfortable to report/share with adults. Additionally, this will promote a positive culture and environment where students want to be.

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Routine evacuation and lock-down procedures and threat assessments per district policy and guidelines.

Person Responsible   Chris Warfel (warfelc@leonschools.net)

2. Revised Lunch Duty Protocols
3. Gather and act on continuous feedback from our students, families, and school staff via climate surveys

Person Responsible   Michael Bryan (bryanm@leonschools.net)

4. Security gates installed at the south and north end of our bus ramp remain locked during the school day.
5. Gates has been added to the front entrance that secure the school during non school hours. An automated gate has been installed at the main exit.
6. Report maintenance of gates, cameras and equipment pertinent to security

Person Responsible   Riley Bell (bellr2@leonschools.net)

#8. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We noticed a decline in student engagement and student achievement despite teachers efforts to remediate, provide help sessions and to extend opportunities to submit quality work. In an effort to decrease teacher frustration and to protect teachers' self-efficacy, the administration was proactive to address the concerns of teachers by engaging in crucial conversations with specific strategies to affect a greater change. An emerging theme was to build relationships with students, believing that every student needs a "Champion". One of the subgroups showing the greatest decline in student engagement was the black student population. Thus, being that our minority population (including Black, Hispanic and Other minority) is 56.7% an area of need is to recruit highly effective teachers that represent the minority students that we serve. Research shows that minority teachers boost the academic performance of minority students, thus increasing student engagement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the above preface in mind, we aim to increase student engagement by 10% as we recruit highly effective teachers annually who represent our schools' diverse population.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A School Advisory Committee was established to augment the schools' efforts to diversify faculty. The sub-committee will report on updates quarterly at SAC meetings. Our APC will monitor student achievement at interim and end of the quarter reports. Stakeholders (teachers, guidance and admin) will track parent communication in Focus to document the schools' efforts to involve parents.
Person responsible for monitoring outcome:	Michael Bryan (bryanm@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Increase parent communication with parents of minority students motivates them to be actively involved in school parent organizations and academic meetings. Design Professional Development by a colleague of best practices increase teacher engagement and buy in. Partner with teacher preparation programs at the universities and junior colleges to recruit a diverse pool of teachers.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Research shows that students are motivated to learn from teachers who represent their culture. "Greater diversity of teachers may mitigate feelings of isolation, frustration, and fatigue that can contribute to individual teachers of color leaving the profession when they feel they are alone." (Diversifying the Teacher Profession) Recent teacher graduates mentored by veteran teachers with similar interests and cultural connections can increase retention.

resources/criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Faculty and staff increased visibility at extra curricular activities to support building relationships.

SAC Committee will report on updates for recruitment and retention of minority teacher presence on campus.

Prioritize teachers well-being by providing social and emotional support via reviving the Sunshine Committee.

Engage faculty and administration to increase communication with minority parents to include positive feedback on academics, discipline and/or attendance.

Partner with teacher preparation programs at the universities and junior colleges to recruit a diverse pool of teachers.

Convene a committee of faculty and staff (over the summer) to engage in crucial conversations that address critical need areas.

Person Responsible   Michael Bryan (bryanm@leonschools.net)

Redesign faculty meetings to include peer sharing strategies that work for teachers.
Provide on going professional development that address motivational strategies to engage students.

Person Responsible   Cari Molinaro (molinaroc@leonschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

This year our instructional leader, Mr. Michael Bryan, has revived the theme of Tradition, Pride and Excellence at Leon. The expectation is that all Leon students and staff will exhibit these three qualities. Thus, Mr. Bryan made posters for all teachers and staff to post throughout the school. In this rebranding, we expect our student body to feel a part of this tradition without any bias or feeling of exclusion. New this year are plans to recognize students with improved attendance along with those who achieve academic success

on interim reports and report cards each quarter.

Proudly, Leon High School SGA has been instrumental in raising thousands of dollars with the collaboration of the student body and community donors towards the Cancer Center at Tallahassee Memorial Hospital. Each year MJROTC program alongside SGA commemorate those who lost their lives in 911. Flags are carefully positioned in front of the school with a replica of the Twin Towers in the lobby. This is a testament of the Tradition, Pride and Excellence that we embrace coupled with a plethora of Pep Rally and spirit week activities for Home Coming and throughout the school year.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Teachers, students, parents, school administrators, school staff, and various business partners play a huge role in promoting a positive school culture and environment at Leon High School. Our Parent Teacher Organization is very involved and provides nourishments for faculty meetings, lunches on teacher planning days, and special holiday treats. Our guidance department is readily available to address students who may be struggling. Our administrative team has an open door policy to address students' concerns. We build a team to support student needs, provide resources and to give input on how best to increase student learning and promote mental health awareness. This builds strong relationships that exhibit caring and compassion, thereby, cultivating a positive school environment.