
Title I Comprehensive Schoolwide Plan
JOHN I. LEONARD HIGH SCHOOL (1361)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

According to Diagnostic and FAST data, our top priorities are to increase student achievement, student learning gains, and learning gains of the lowest 25%, including the Native American subgroup. For FY24, there was a 1% gain in ELA from PM1 to PM2, totaling 37% of students proficient. ELL students performed at 11% for ELA proficiency in PM2

2. List the root causes for the needs assessment statements you prioritized.

Students struggle with fluency and reading comprehension. Students struggle with cohesive writing and delineation of ideas as they relate to informative and argumentative writing. Teachers struggle to provide differentiated instruction that targets personalized instructional needs. Teachers need more resources and ongoing PD. Class sizes are too high.

3. Share possible solutions that address the root causes.

Technology platforms: Study Island for all students, Quizizz, Kahoot, pear deck, near pod Hire more English Teachers to reduce class sizes. Small group interventions implemented through additional literacy support (Literacy Coach/ Graduation Coach). Provide resources for students to have extra practice and/or remediation. Provide small group instruction during the day, before or after school, and on Saturdays.

4. How will school strengthen the PFEP to support ELA?

• Communication

Parent University (our continuous outreach program to engage and communicate with families) will be provided throughout the school year. Parents will receive multilingual communications via robocalls, emails, text messages, printed letters, teachers, and administration contact. Additional outreach to the community through our Adult Community Education program (many adult learners have children in the school and/or are connected to parents and families of our student population).

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home and provide valuable information regarding graduation and post-secondary success for college & careers (ELA).

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

School will support teachers through continued professional development, professional learning communities, SEQ support, instructional support, resource support.

- **Students**

Students will come to school prepared to engage and learn.

- **Parents**

Parents will monitor student progress and provide continued support. Parents will attend informational programs and engage with teachers.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home. Staff trainings to improve instructional pedagogy and classroom relationships (ELA).

- **Accessibility**

Language interpreters, interpretive listening devices, and sign language support for students and families with needs. ESE and 504 support for families, trainings for staff, and tiered interventions for all students, including students with special and diversified needs.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

We are not currently on target to meet the 29% proficiency goal. 1% of the 630 algebra students tested were proficient on the midterm exam with an average score of 30%. Of the 630 algebra students tested 85 were ESE students, 0% students met proficiency. Of the total number tested, 118 students are in the Low 25%, 1% was proficient. Of the 630 students tested, 8% are approaching proficiency. Of the 799 geometry students tested, only 4% were proficient, with an average score of 38%. Of the 799 geometry students 111 are SWD/ESE and 1% scored a proficient level. Of the total number of geometry students 135 are in the Low 25% and none of them scored proficient on the midterm exam. Of the 799 students tested, 21% are approaching proficiency. Thus, only 2.7% of JIL's math population has been predicted to be proficient on the upcoming math exams.

2. List the root causes for the needs assessment statements you prioritized.

Students lack of mathematical foundational competencies slows progression of instruction Students continue to struggle with significant lack of foundational skills. Student apathy and lack of motivation. Resources are not always available (calculators) Student attendance/tardy issues are a major roadblock in reaching targeted proficiency levels. Classes are too large. Teachers struggle to provide differentiated instruction that targets personalized instructional needs. Teachers teach in isolation.

3. Share possible solutions that address the root causes.

Additional intensive course to support student's knowledge and development of foundational skills. Department-wide implementation of SLL engagement strategies to engage and motivate students Increased usage of math instructional software may allow students and teachers to adjust instructional practices to support the lack of foundational math skills. Technology may allow for better practices in monitoring student learning in the classroom. Implementation of additional tutoring programs beyond school hours. Additional classroom resources to include hands-on opportunities. Professional development and additional math resource teachers to provide pullouts and small group intensive instruction. Teachers meet weekly in their PLC to share best practices, and plan including engagement activities. Provide small group instruction during the day, before or after school, and on Saturdays.

4. How will school strengthen the PFEP to support Math?

- **Communication**

Parent University (our continuous outreach program to engage and communicate with families) will be provided throughout the school year. Parents will receive multilingual communications via robocalls, emails, text messages, printed letters, teachers, and administration contact. Additional outreach to the community through our Adult Community Education program (many adult learners have children in the school and/or are connected to parents and families of our student population).

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home and provide valuable information regarding graduation and post-secondary success for college & careers (Math).

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

School will support teachers through continued professional development, professional learning communities, SEQ support, instructional support, resource support.

- **Students**

Students will come to school prepared to engage and learn.

- **Parents**

Parents will monitor student progress and provide continued support. Parents will attend informational programs and engage with teachers.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home. Staff trainings to improve instructional pedagogy and classroom relationships (Math).

- Accessibility

Language interpreters, interpretive listening devices, and sign language support for students and families with needs. ESE and 504 support for families, trainings for staff, and tiered interventions for all students, including students with special and diversified needs.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

In Science, we are at 46% overall proficiency based on the data from our midterm exam. This is the second highest of any Title I school in the district. Our EOC proficiency from 22-23 was 58%. This was not the highest of Title I schools in the district. We have a goal of 70% proficiency for the Biology EOC. JILHS has a disproportionately larger percentage of students that are English Language Learners as compared to most other schools in Florida. Our ELL students performed at 23% proficiency on the 22-23 Biology EOC and 19% proficiency on the SY24 Midterm exam. Students with disabilities had a proficiency drop from the midterm of 22-23 to 23-24 from 24% to 21%. The midterm results show that we are ranked 4th among Title I schools in the district. The at home option for learning negatively impacted academic gains during the pandemic, especially for the SWD/ESE population. The students are working toward recovering their skills.

2. List the root causes for the needs assessment statements you prioritized.

Lack of progress monitoring of students by teachers and parents. Student apathy, engagement, and motivation concerns. Students struggle with reading & writing comprehension skills. ELL students struggle with background knowledge and foundational skills. A major lack of English language proficiency and low socio-economic status makes it difficult for students to have effective family/background support.

3. Share possible solutions that address the root causes.

Additional ELL resources to aid teacher engagement, monitoring, and comprehension strategies. Technology platforms to support monitoring (Study Island). Increased implementation of kinesthetic learning through the use of various hands-on learning experiences via labs and visual models. Build teacher capacity for Project Based Learning and Problem Based Learning activities. PLC support for teachers to build increased capacity. Professional development on ELL strategies and family engagement. Smaller class size. Provide small group instruction during the day, before or after school, and on Saturdays.

4. How will school strengthen the PFEP to support Science?

- **Communication**

Parent University (our continuous outreach program to engage and communicate with families) will be provided throughout the school year. Parents will receive multilingual communications via robocalls, emails, text messages, printed letters, teachers, and administration contact. Additional outreach to the community through our Adult Community Education program (many adult learners have children in the school and/or are connected to parents and families of our student population).

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home and provide valuable information regarding graduation and post-secondary success for college & careers (Science).

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

School will support teachers through continued professional development, professional learning communities, SEQ support, instructional support, resource support.

- **Students**

Students will come to school prepared to engage and learn.

- **Parents**

Parents will monitor student progress and provide continued support. Parents will attend informational programs and engage with teachers.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home. Staff trainings to improve instructional pedagogy and classroom relationships (Science).

- **Accessibility**

Language interpreters, interpretive listening devices, and sign language support for students and families with needs. ESE and 504 support for families, trainings for staff, and tiered interventions for all students, including students with special and diversified needs.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

According to the data, our top priority is to continue working to increase our Social Studies EOC achievement. The EOC data indicates that we remained flat from 59% proficient in FY22 to 59% proficient in FY23. Based on current mid-term exam data, we are projected to be at 61% proficiency, a 2% increase from last year. Social Studies Achievement is 59% from FY23 EOC Social Studies Achievement remains unchanged 59% from FY22 to 59% FY23

2. **List the root causes for the needs assessment statements you prioritized.**

Some of the perceived obstacles to student achievement are a lack of student participation in classes and assessments. Students' attendance is poor. Students were virtual last year but are all now in person and are not used to the time block. Students have a lack of skills to employ long-term memory. We are on track to increase our US history proficiency from last year based on this year's USA assessment scores compared to last year. We have currently performed an average of five percentage points higher on the USA's this year compared to last year. Also, our participation rate in the common assessments have doubled.

3. Share possible solutions that address the root causes.

Students are now being provided a weekend Bootcamp for US History two weeks prior to the EOC. Students will also have a 10-day in-school review prior to the EOC. The US History team is also meeting with district support to review low-performing standards from common assessments and year's EOC. Teachers are also Using Nearpod & Quizlet, Blooket and Kahoot to review vocabulary. Some students are going to record video tutorials.

4. How will school strengthen the PFEP to support Social Studies?

- **Communication**

Parent University (our continuous outreach program to engage and communicate with families) will be provided throughout the school year. Parents will receive multilingual communications via robocalls, emails, text messages, printed letters, teachers, and administration contact. Additional outreach to the community through our Adult Community Education program (many adult learners have children in the school and/or are connected to parents and families of our student population).

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home and provide valuable information regarding graduation and post-secondary success for college & careers (Social Studies).

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **School**

School will support teachers through continued professional development, professional learning communities, SEQ support, instructional support, resource support.

- **Students**

Students will come to school prepared to engage and learn.

- **Parents**

Parents will monitor student progress and provide continued support. Parents will attend informational programs and engage with teachers.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home. Staff trainings to improve instructional pedagogy and classroom relationships (Social Studies).

- **Accessibility**

Language interpreters, interpretive listening devices, and sign language support for students and families with needs. ESE and 504 support for families, trainings for staff, and tiered interventions for all students, including students with special and diversified needs.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

Currently, 67% of the population is enrolled in an accelerated course. Student pass rates of industry certification that qualifies for graduation acceleration points are recovering from low performance in FY23. From FY22 to FY23, the pass rate for all students dropped from 32% overall to 20% overall. FY24 Mobility and Device 28% Adobe 13% Python HTML 44% In FY24 (February), the pass rate is 18%.

2. **List the root causes for the needs assessment statements you prioritized.**

FY23 introduced multiple new certifications with no district training. Teachers don't share best practices and plan as a group.

3. **Share possible solutions that address the root causes.**

Professional development for technology conference (FCET Conference). Professional development for FACTE conference (Career & Technical Education). Additional Resources and opportunities to plan together. Ongoing collaboration with other industry certified teachers.

4. How will school strengthen the PFEP to support Acceleration Success?

- **Communication**

Parent University (our continuous outreach program to engage and communicate with families) will be provided throughout the school year. Parents will receive multilingual communications via robocalls, emails, text messages, printed letters, teachers, and administration contact. Additional outreach to the community through our Adult Community Education program (many adult learners have children in the school and/or are connected to parents and families of our student population).

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home and provide valuable information regarding graduation and post-secondary success for college & careers (Acceleration).

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

School will support teachers through continued professional development, professional learning communities, SEQ support, instructional support, resource support.

- **Students**

Students will come to school prepared to engage and learn.

- **Parents**

Parents will monitor student progress and provide continued support. Parents will attend informational programs and engage with teachers.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home. Staff trainings to improve instructional pedagogy and classroom relationships (Acceleration).

- **Accessibility**

Language interpreters, interpretive listening devices, and sign language support for students and families with needs. ESE and 504 support for families, trainings for staff, and tiered interventions for all students, including students with special and diversified needs.

Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

For FY24, there was a 1% gain in ELA from PM1 to PM2, totaling 37% of students proficient. ELL students performed at 11% for ELA proficiency in PM2 Algebra midterm exam showed only 1% of students are proficient, of these, 85 SWD students took the midterm exam and 0% were proficient. Geometry midterm tested 799 students and only 4% were proficient 46% proficiency in Science based on the mid-term exam EOC indicates 59% proficiency in Social Studies for FY23. Currently, 67% of the population is enrolled in an accelerated course. According to the data, the graduation rate has been above 91% for the last 4 years. During the FY22 school year our graduation rate decreased 91%. Our most recent graduation rate increased to 93.5%.

2. List the root causes for the needs assessment statements you prioritized.

Class sizes are too high. Students struggle with reading & writing comprehension skills and are unable to access the curriculum independently. Student absenteeism, apathy, and engagement concerns. Students lack coping and self-management skills, leading to anxiety and other mental health conditions. Socio-economic concerns have caused students to place school secondary to employment opportunities. Teachers struggle to provide differentiated instruction that targets personalized instructional needs. Adjustments to concordant scores and fewer options for assessment types to earn concordant scores have made meeting graduation requirements more challenging for underprivileged students. Students lacking foundational skills. Teachers work in isolation.

3. Share possible solutions that address the root causes.

Provide supplemental resources to provide student exposure to post-secondary opportunities with graduation prerequisites. Technology platforms to support monitoring and provide remediation (PLT4M, HeartZones, Blooket -PE). Increased implementation of SLL and Engagement activities intrinsically tied to subject area coursework. Build teacher capacity for Project Based Learning and Problem-Based Learning activities. Professional Development & PLC support for teachers and administrators to build increased capacity. Ongoing professional development for classroom management, differentiated instruction, and alignment to standards for all core areas. Opportunities for teachers to plan collaboratively and share best practices. Strengthen home-to-school communication. Provide home visits as needed. Provide resources for students to have extra practice and/or remediation. Provide small group instruction during the day, before or after school, and on Saturdays. Expand print-rich environment, especially in student's native languages. Provide hands-on opportunities for science and math. Integrate technology throughout classrooms to enhance targeted instruction.

4. How will school strengthen the PFEP to support Graduation Rate?

- Communication

Parent University (our continuous outreach program to engage and communicate with families) will be provided throughout the school year. Parents will receive multilingual communications via robocalls, emails, text messages, printed letters, teachers, and administration contact. Additional outreach to the community through our Adult Community Education program (many adult learners have children in the school and/or are connected to parents and families of our student population).

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home and provide valuable information regarding graduation and post-secondary success for college & careers (Graduation).

5. How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

- School

School will support teachers through continued professional development, professional learning communities, SEQ support, instructional support, resource support.

- Students

Students will come to school prepared to engage and learn.

- Parents

Parents will monitor student progress and provide continued support. Parents will attend informational programs and engage with teachers.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home. Staff trainings to improve instructional pedagogy and classroom relationships (Graduation).

- Accessibility

Language interpreters, interpretive listening devices, and sign language support for students and families with needs. ESE and 504 support for families, trainings for staff, and tiered interventions for all students, including students with special and diversified needs.

Action Step: Classroom Instruction

Ensure students have access to rigorous coursework, well-rounded educational opportunities, and a literacy rich environment to build academic, social-emotional, and career readiness skills that will lead to post-secondary success.

Budget Total: \$992,898.00

Acct Description	Description
Classroom Teacher	This Classroom Math Teacher will implement student support and instruction for grades 9-10 to assist students in meeting Math Proficiency. This additional Math teacher will lower the class sizes in reading classes, allowing the teacher to provide more effective targeted instruction.

Acct Description	Description																
Classroom Teacher	This Classroom Science Teacher allows for smaller class sizes to enhance learning opportunities and differentiated instruction in grades 9-12.																
Social Service Facilitator	Social Service Facilitator will provide social services to students with academic and/or behavioral barriers, provide SBT support services, home visits, student conferences, parent resources for targeted students in grades 9-12, and provide staff professional development. This is a bachelor-level 216-day position.																
Classroom Teacher	This Classroom AICE English Teacher expands opportunities for students to access advanced coursework. AICE Media Studies will be offered as an elective for Grades 9-12.																
Classroom Teacher	This Classroom Reading Teacher will implement student support and instruction for grades 9-12 to assist students in meeting Proficiency. This additional reading teacher will lower the class sizes in reading classes allowing the teacher to provide more effective targeted instruction.																
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="466 764 1094 842">Item</th> <th data-bbox="1094 764 1255 842">Quantity</th> <th data-bbox="1255 764 1386 842">Rate</th> <th data-bbox="1386 764 1493 842">Days</th> <th data-bbox="1493 764 1614 842">Hours</th> <th data-bbox="1614 764 1751 842">Weeks</th> <th data-bbox="1751 764 1894 842">Type</th> <th data-bbox="1894 764 2022 842">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="466 842 1094 915">Subs for Title I funded classroom teachers</td> <td data-bbox="1094 842 1255 915">10</td> <td data-bbox="1255 842 1386 915">\$19.00</td> <td data-bbox="1386 842 1493 915">7</td> <td data-bbox="1493 842 1614 915">7</td> <td data-bbox="1614 842 1751 915">1</td> <td data-bbox="1751 842 1894 915">Original</td> <td data-bbox="1894 842 2022 915">\$9,310.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	Subs for Title I funded classroom teachers	10	\$19.00	7	7	1	Original	\$9,310.00
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total										
Subs for Title I funded classroom teachers	10	\$19.00	7	7	1	Original	\$9,310.00										
Classroom Teacher	This Classroom Reading Teacher will implement student support and instruction for grades 9-11 to assist students in meeting Proficiency. This additional reading teacher will lower the class sizes in reading classes allowing the teacher to provide more effective targeted instruction.																
Classroom Teacher	This Classroom Math Teacher will implement student support and instruction for grades 9-10 to assist students in meeting Math Proficiency. This additional Math Teacher will lower the class sizes in Math classes allowing the teacher to provide more effective targeted instruction.																
Secondary Tech Support Tech STST	Tech Support will provide support to all of the literacy, math, and science teachers by monitoring Title I technology calendar, keeping track of Title I inventory, and organizing technology integration in tested subjects during the day.																

Acct Description	Description									
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="464 168 1423 248">Item</th> <th data-bbox="1436 168 1581 248">Quantity</th> <th data-bbox="1581 168 1759 248">Rate</th> <th data-bbox="1759 168 1892 248">Type</th> <th data-bbox="1892 168 2030 248">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	IXL Learning Math will be used for 9-12 for supplemental instruction and remediation.	1	\$31,500.00	Original	\$31,500.00					
	AVID Weekly used for grades 9-12 in ELA classes.	1	\$100.00	Original	\$100.00					
Quizizz all subject areas in grades 9-12 for classroom supplemental instruction.	1	\$10,000.00	Original	\$10,000.00						
Classroom Teacher	This Classroom Literacy Teacher (ELA) will increase individualized instruction for the lowest quartile in reading for grades 9-10 while lowering the student-to-teacher ratio in ELA classes.									
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="464 708 1478 784">Item</th> <th data-bbox="1478 708 1631 784">Quantity</th> <th data-bbox="1631 708 1759 784">Rate</th> <th data-bbox="1759 708 1892 784">Type</th> <th data-bbox="1892 708 2030 784">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
Chromebook chargers for classroom use to avoid losing instruction time.	100	\$36.00	Original	\$3,600.00						
Classroom Teacher	This Classroom Literacy Teacher (ELA) will increase individualized instruction for the lowest quartile in reading for students in grades 9-10, while lowering the student to teacher ratio in ELA classes.									
Educational consultants	<table border="1"> <thead> <tr> <th data-bbox="464 1018 1350 1094">Item</th> <th data-bbox="1350 1018 1524 1094">Quantity</th> <th data-bbox="1524 1018 1717 1094">Rate</th> <th data-bbox="1717 1018 1873 1094">Type</th> <th data-bbox="1873 1018 2030 1094">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
Latinos in Action will be offered to students grades 9-12.	1	\$2,500.00	Original	\$2,500.00						
Overtime	Overtime for pre-approved parent events for SSF (6 events 1 hour for 6 weeks at 26.50 per hour)									
Classroom Teacher	This Classroom Social Science Teacher lowers the student-teacher ratio for differentiated instruction for grades 9-12.									
Extra Time	Extra Straight Time for pre-approved parent events for SSF (6 events 1 hour for 6 weeks at 26.50 per hour)									

Acct Description	Description
Classroom Teacher	This Classroom Science Teacher allows for smaller class sizes to enhance learning opportunities and differentiated instruction in grades 9-12.

Action Step: Professional Development

Provide teachers with professional development opportunities and support, AVID training and support, facilitate PLC's, model lessons for teachers, and prepare activities teachers can utilize in classrooms to increase achievement.

Budget Total: \$10,503.00

Acct Description	Description									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Collegial Planning to build consistent, rigorous instructional practices and increase teacher capacity in standards afterschool and during the summer for Algebra, ELA/Reading, Science and Social Studies teachers (312 hours)	26	\$25.00	3	4	1	Certified	Original	\$7,800.00	

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$116,383.50

Acct Description	Description																																	
Extra Time	Extra Straight Time for pre-approved parent events for SSF (6 events 1 hour for 6 weeks at 26.50 per hour)																																	
Social Service Facilitator	Social Service Facilitator will provide social services to families of students with academic and/or behavioral barriers, provide SBT support services, home visits, student conferences, parent resources for targeted students, and provide parent training.																																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="420 464 1304 586">Item</th> <th data-bbox="1304 464 1449 586">Quantity</th> <th data-bbox="1449 464 1604 586">Rate</th> <th data-bbox="1604 464 1782 586">Supply Type</th> <th data-bbox="1782 464 1915 586">Type</th> <th data-bbox="1915 464 2030 586">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="420 586 1304 703">Food for parent trainings</td> <td data-bbox="1304 586 1449 703">295</td> <td data-bbox="1449 586 1604 703">\$3.00</td> <td data-bbox="1604 586 1782 703">Program Supplies</td> <td data-bbox="1782 586 1915 703">Original</td> <td data-bbox="1915 586 2030 703">\$885.00</td> </tr> <tr> <td data-bbox="420 703 1304 820">Pens</td> <td data-bbox="1304 703 1449 820">1</td> <td data-bbox="1449 703 1604 820">\$1.25</td> <td data-bbox="1604 703 1782 820">General Supplies</td> <td data-bbox="1782 703 1915 820">Original</td> <td data-bbox="1915 703 2030 820">\$1.25</td> </tr> <tr> <td data-bbox="420 820 1304 971">Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes</td> <td data-bbox="1304 820 1449 971">1</td> <td data-bbox="1449 820 1604 971">\$2,411.25</td> <td data-bbox="1604 820 1782 971">General Supplies</td> <td data-bbox="1782 820 1915 971">Original</td> <td data-bbox="1915 820 2030 971">\$2,411.25</td> </tr> </tbody> </table>										Item	Quantity	Rate	Supply Type	Type	Total	Food for parent trainings	295	\$3.00	Program Supplies	Original	\$885.00	Pens	1	\$1.25	General Supplies	Original	\$1.25	Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$2,411.25	General Supplies	Original	\$2,411.25
Item	Quantity	Rate	Supply Type	Type	Total																													
Food for parent trainings	295	\$3.00	Program Supplies	Original	\$885.00																													
Pens	1	\$1.25	General Supplies	Original	\$1.25																													
Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$2,411.25	General Supplies	Original	\$2,411.25																													
Parent Support by School Staff	<table border="1"> <thead> <tr> <th data-bbox="420 995 1022 1076">Item</th> <th data-bbox="1022 995 1167 1076">Quantity</th> <th data-bbox="1167 995 1291 1076">Rate</th> <th data-bbox="1291 995 1394 1076">Days</th> <th data-bbox="1394 995 1505 1076">Hours</th> <th data-bbox="1505 995 1627 1076">Weeks</th> <th data-bbox="1627 995 1776 1076">Certified</th> <th data-bbox="1776 995 1906 1076">Type</th> <th data-bbox="1906 995 2030 1076">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="420 1076 1022 1393">Staff will conduct parent trainings to provide parents with strategies and resources to promote academic success for graduation and college/career readiness. Staff will work after hours to provide 10 parent trainings beginning in September/October. (120 hours @ \$25 per hr)</td> <td data-bbox="1022 1076 1167 1393">8</td> <td data-bbox="1167 1076 1291 1393">\$25.00</td> <td data-bbox="1291 1076 1394 1393">1</td> <td data-bbox="1394 1076 1505 1393">6</td> <td data-bbox="1505 1076 1627 1393">6</td> <td data-bbox="1627 1076 1776 1393">Certified</td> <td data-bbox="1776 1076 1906 1393">Original</td> <td data-bbox="1906 1076 2030 1393">\$7,200.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Staff will conduct parent trainings to provide parents with strategies and resources to promote academic success for graduation and college/career readiness. Staff will work after hours to provide 10 parent trainings beginning in September/October. (120 hours @ \$25 per hr)	8	\$25.00	1	6	6	Certified	Original	\$7,200.00						
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																										
Staff will conduct parent trainings to provide parents with strategies and resources to promote academic success for graduation and college/career readiness. Staff will work after hours to provide 10 parent trainings beginning in September/October. (120 hours @ \$25 per hr)	8	\$25.00	1	6	6	Certified	Original	\$7,200.00																										
Overtime	Overtime for pre-approved parent events for SSF (6 events 1 hour for 6 weeks at 26.50 per hour)																																	

Acct Description	Description							
Social Service Facilitator	This 216-day, bachelor-level Social Service Facilitator will provide social services to families of students with academic and/or behavioral barriers, provide SBT support services, conduct home visits, provide community resources for families, and assist in student conferences.							
Postage	Item				Quantity	Rate	Type	Total
	Postage for newsletter - 3600 at bulk mailing rate of .16 Parent Engagement training information will be mailed in beginning of each quarter				12500	\$0.16	Original	\$2,000.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Our mission is to provide a safe, positive learning environment in which all students are encouraged to achieve their highest level of educational excellence in order to acquire the skills necessary to make a constructive impact on society. We believe all students can learn and achieve. We believe in setting high expectations for all students, regardless of race and ethnic background. We believe in providing a rigorous and relevant curriculum for all students. We believe in establishing positive relationships with all students. We believe in creating a safe and nurturing environment for all students by employing fair and consistent discipline procedures.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Jesus Armas	Principal
Ernest Anderson	Assistant Principal
Sandra Giraldo	Assistant Principal
Maria Vazquez	Counselor
Jason Bradley	Assistant Principal
Gwen Von Werne	Assistant Principal
Lewis Scholze	Assistant Principal
Jenalee Hess	Assistant Principal
Valerie Silverman	Assistant Principal

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Members are selected due to the familiarity with parent needs. We ensure that the members selected are representative of the student population (ELL, ESE, Accelerated Coursework). We also request members to volunteer if they would like to participate and provide training's for parents. We utilized the ParentLink system to call parents in multiple languages in order to ensure we are reaching out to all parents.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders will be involved in developing the Schoolwide Plan by being invited and attending meetings both virtually and in person. The Title 1 Annual meeting will be held on October 8, 2024 at 6 pm. SAC meetings will include a standing agenda for Title 1 and an opportunity for discussion of the schools needs. Future dates for SAC meetings are as follows: 8/20/24, 9/17/24, 10/15/24, 11/12/24, 12/17/24, 1/21/25, 2/18/25, 3/25/25, 4/15/25, and 5/20/2025. The CNA meeting for staff was held on various dates through department and PLC meetings 1/9/24 - 2/22/24 allowing for staff feedback and suggestions to developing the SWP.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders provided input into funding by looking at the school wide data and the needs of our students. It was determined that our parents and families continue to need support in preparing their students for academic success and post-secondary knowledge.

Name	Title
Ernest Anderson	Assistant Principal
Jenalee Hess	Assistant Principal
Jesus Armas	Principal
Lewis Scholze	Assistant Principal
Jason Bradley	Assistant Principal
Sandra Giraldo	Assistant Principal
Gwen Von Werne	Assistant Principal
Valerie Silverman	Assistant Principal

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

October 8, 2024 at 6pm, John I. Leonard Media Center

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents, teachers and the community members will be notified of the Annual Meeting by means of the school newsletter, the school website, letters home (backpack), John I. Leonard marquee, Parentlink system, and invitations to the staff via email.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

In order to prepare for the Annual Meeting the following materials or supplies will be needed: A PowerPoint including what it means to be a Title I School, copies of JILHS' Title I Schoolwide Plan, copies of the Parent and Family Engagement Plan, including the School-Parent Compact, special programs such as Migrant Education and McKinney-Vento, Parent's Right-to-Know, and other opportunities for parents. Additionally, translators will be needed to for our Spanish and Haitian Creole speaking families.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

ESE & Parent Involvement Training

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to implement common & individualized accommodations, understand and apply the concept of instructional modifications to meet the needs of learners, communication skills to apply during IEP meetings, how to communicate with and engage families in order to provide a framework of learning support between the classroom and the home environment.

- What is the expected impact of this training on family engagement?

The expected impact of this training is that teachers and parents will be able to communicate to provide a learning partnership that fosters academic success.

- What will teachers submit as evidence of implementation?

Evidence of accommodations and modifications through PLC agendas and notes. Evidence of increase academic success through student achievement data reports.

- Month of Training

August, 2024

- Responsible Person(s)

Jenalee Hess

2. Reflection/Evaluation of Training #1

- Name and Brief Description

N/A

- Number of Participants

N/A

- What were teachers able to do as a result of the training?

N/A

- How do you know?

N/A

- What went well with the training

N/A

- What improvements would be made and what steps will you implement to make the training more effective

N/A

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communicating & Engaging with Families

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to approach home-school communications in a rapidly changing world. Teachers will learn specifically how to communicate with students and parents via Google voice, Parent Link, and email.

- What is the expected impact of this training on family engagement?

The expected impact of this training is that parents and teachers develop a positive relationships through various methods of communication, and promote academic and behavioral support.

- What will teachers submit as evidence of implementation?

Evidence will be submitted through the SIS platform. Teachers will be able to document the communication under "student info."

- Month of Training

February

- Responsible Person(s)

Jason Bradley

4. Reflection/Evaluation of Training #2

- Name and Brief Description

N/A

- Number of Participants

N/A

- What were teachers able to do as a result of the training?

N/A

- How do you know?

N/A

- What went well with the training

N/A

- What improvements would be made and what steps will you implement to make the training more effective

N/A

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Learning How to Obtain Financial Literacy

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning, parents will be provided different Financial Aid Opportunities for post-secondary education. Parents will learn about ways to obtain financial aid and scholarships. TRIO in connection with Palm Beach State will offer assistance to the parents.

- Describe the interactive hands-on component of the training.

Parents will receive information and training about the different financial aid options that are available for their students. They will also learn how to support their student by monitoring their academic progress in order to maintain a high GPA for scholarship applications. Hands on activities: We will model how to fill out a scholarship application, then staff and facilitators will work with parents one-on-one to complete an application on their own.

- What is the expected impact of this training on student achievement?

The expected impact is that there will be an increase in students receiving financial aid which will result in more students attending post secondary institutions.

- Date of Training

October, 2024

- Responsible Person(s)

Maria Vazquez

- Resources and Materials

Presentation, flyers, agenda, exit tickets, CLF translation, TRIO, Palm Beach State representatives

- Amount (e.g. \$10.00)

\$75

3. Parent and Family Capacity Building Training #2

- Name of Training

FAFSA Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning, parents will be provided assistance with completing FAFSA documentation and opportunities on how to apply for different scholarship opportunities.

- Describe the interactive hands-on component of the training.

Parents will receive step-by-step training on how to complete the process of the FAFSA application.

- What is the expected impact of this training on student achievement?

The expected impact is that there will be an increase in students receiving financial aid which will result in more students attending post secondary institutions.

- Date of Training

November, 2024

- Responsible Person(s)

Maria Vazquez

- Resources and Materials

TBD

- Amount (e.g. \$10.00)

\$75

5. Parent and Family Capacity Building Training #3

- Name of Training

Dual Enrollment & College Readiness

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will receive information and training on the benefits of Dual Enrollment and Early Admission through local state college.

- Describe the interactive hands-on component of the training.

Parents will receive step-by-step training on how to enroll their student(s) at Palm Beach State College and choose classes.

- What is the expected impact of this training on student achievement?

Students may earn up to their Associates Degree while enrolled in High School.

- Date of Training

February, 2025

- Responsible Person(s)

Michelina Walker

- Resources and Materials

Presentation, flyers, agenda, exit tickets, CLF translation, TRIO, Palm Beach State representatives

- Amount (e.g. \$10.00)

\$75

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney-Vento.

- Describe how agency/organization supports families.

This department will assist with identifying families that are struggling with permanent housing. They will help provide stability for the students and refer them to meet basic needs and to provide continuity to ensure academic success.

- Based on the description list the documentation you will provide to showcase this partnership.

Call logs, emails, referral forms, or other forms of communications that reflect assistance requests. Flyers or other communications shared with families to provide direction.

- Frequency

As needed throughout the year.

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

TRIO (Upward Bound, Student Support Services).

- Describe how agency/organization supports families.

Work with students and families to complete college visits. TRIO is a free program that helps low-income and first-generation college students and individuals with disabilities graduate from a post-secondary institution.

- Based on the description list the documentation you will provide to showcase this partnership.

Parent Training's, Student Applications.

- Frequency

Bi-Monthly.

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Palm Beach State College

- Describe how agency/organization supports families.

Local college for students to earn advanced degrees. Parents and students are provided with information on post-secondary education at a local College. They are provided assistance with enrollment.

- Based on the description list the documentation you will provide to showcase this partnership.

College Application Assistance, Parent Meetings, Agendas.

- Frequency

Monthly.

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

John I. Leonard High School will provide families with timely information about Title 1 programs through our Annual Title 1 Meeting, student announcements, monthly SAC meetings, website, newsletters sent via US Mail and email, Parentlink call outs, parent training's, and parent conferences. Teachers will also display a flyer showing the dates and times of our tutorials in their classroom.

- **List evidence that you will upload based on your description.**

Documentation will be saved on the FY25 Title 1 Google Drive for John I. Leonard HS. Evidence will include SAC meeting documents, Newsletters sent via US Mail and email, the Flyer for Tutorials.

- **Description**

John I. Leonard High School will inform parents about the curriculum and expected proficiency levels through the use of SIS Gateway, report cards, progress reports, open house, SAC meetings, parent conferences, tutorials, and parent trainings. Throughout the school year, these various methods will ensure that families are aware of the expectations their students must meet in order to graduate from high school and be successful.

- **List evidence that you will upload based on your description.**

Documentation will be saved on the FY25 Title 1 Google Drive for John I. Leonard HS. Evidence will include SAC Meeting Minutes, Parent training documentation.

- **Description**

John I. Leonard High School will inform parents about forms of academic assessment used to measure student progress and achievement levels of State academic standards through the use of progress reports, SAC meetings, and SIS Gateway Gradebook utilizing district benchmark assessments. Throughout the school year, various methods will ensure that families are aware of the expectations their students must meet in order to graduate from high school. Detailed reports for student assessments such as EOCs are sent home with students.

- **List evidence that you will upload based on your description.**

Documentation will be saved on the FY25 Title 1 Google Drive for John I. Leonard HS. Evidence will include SAC meeting documents, flyers for the different parent nights.

- Description

We will announce opportunities for parents to participate in decision-making related to the education of their children by means of the marquee, parent link call out, the school website, flyers, and invitations. At the Title 1 Parent Meeting we will explain the purpose of SAC and invite stakeholder to assist in the decision making towards are school goals and CNA meeting in Spring. We will encourage attendance at parent conferences, annual stakeholder meeting, and our Parent Input Meeting.

- List evidence that you will upload based on your description.

Documentation will be saved on the FY25 Title 1 Google Drive for John I. Leonard HS. Evidence will include SAC meeting documents, flyers for the different parent nights, invitations, and newsletters.

- Description

We will offer our meetings and trainings in the evening in order to support our working families. We will also offer CLF services for our meetings, trainings, and activities in order to ensure there is not a language barrier. Meetings may be recorded as well.

- List evidence that you will upload based on your description.

Documentation such as invitations will be saved on the FY25 Title 1 Google Drive for John I. Leonard HS. Evidence will include parent training documentation.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

We will have staff members present that are fluent in students' native language to assist with translation. Materials and resources will be translated in students' native language.

• List evidence that you will upload based on your description.

Sample evidences include: Translated compacts, invitations, flyers, newsletters, letters, conference notes when translator attended, parent link messages.

• Description

We will have sign language interpreters to provide support for those parents and students who need this service. We provide specified handicapped parking spaces for accessibility. Our two story buildings include elevator support for accessing both floors. Outer room signs include braille.

• List evidence that you will upload based on your description.

Sample evidences include: Sign-in sheets, notes when vision or hearing support was provided, sample of request to District for staff to support parents, photos of handicapped parking, ramps, seating, elevators, audio enhancement.

• Description

Handouts will be located in the guidance office and can be mailed out to families who can not attend events. Meetings will be posted to website for those that can not attend.

- List evidence that you will upload based on your description.

Sample evidences include: documentation of mailed handouts. Screenshots of websites with recorded meetings.

- Description

Social Services facilitator will be present daily at school site to assist with parents and families experiencing homelessness. Calls may be made to notify families of meeting times and meetings will be posted to website for those that can not attend.

- List evidence that you will upload based on your description.

Sample evidences include: Notes on services/support provided. Screenshots of websites with recorded meetings.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

John I. Leonard Community High School provides students with many opportunities for success both academically and socio-behaviorally outside of the classroom. With the support of a Mental Health Behavior Specialists, a Parent Liason, College Academic Advisor, and guidance counselors, students are provided opportunities for mental health services that are provided regardless of socio-economic status. These individuals work closely with students and families both at the school site and in students' homes to provide students counseling and recommendations for further mental health services. School staff members also work closely with the school-based team and SBT Leader to ensure students who may need additional support such as homelessness, and Exceptional Education Services Evaluations are completed. John I Leonard offers several clubs and band as healthy outlets for students to promote a sense of belonging. We also offer service clubs and cultural organizations.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

At John I Leonard High School, the School Based Team (SBT) meets once a week to review and discuss student data as it relates to students' academic progress or behavioral patterns. Discussion includes mandatory referrals such as homelessness, disciplinary actions, mental health services and parental support. The School Based Team is comprised of the Parent Liaison/Social Services Facilitators, Administrators, Teachers, Guidance Counselors, School Psychologists, Parents and Students. Examples of the data reviewed to determine student needs are: state assessments, district assessments, teacher grades, attendance patterns, and suspension rates. Based on this information, the team identifies the professional development activities needed to create effective learning environments that would define Tier 1 of instruction for all students. a tiered model of support. We monitor the students that may have one or more of these indicators and place a referral to school based team. All students receive Tier 1 support from teachers as core instruction. We then make some modifications / supports to assist with the process (small group / mentoring / after school tutorial) Then depending on the indicator we discuss appropriate interventions and put this in place for the student. We then monitor the situation, with the interventions we hope that the situation improves. We monitor 2 times per month and provide updates. If the situation does not improve, we would then try another intervention. We will monitor between 4 - 8 weeks. Tier 2 instruction may include pull-outs for small group instruction by select teachers during electives, additional tutorial support after school, and use of online subscriptions. If the situation does not improve, then we will move the student to Tier 3 which may include alternative education sites and possible referrals for 504 and ESE services.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

"A Program of Study is a sequenced listing of academic and CTE courses that connects student's high school and post secondary educational experiences. By combining rigorous academics with career and technical education, students have a clear path to their future and are able to meet graduation requirements, earn college credits, and industry certifications as well as valuable knowledge making them college and career ready before they leave high school." John I. Leonard High School has various programs of study offered to assist students and parents in planning a course of study that will lead to a successful career. We have ACT/SAT tutorial programs as well as tutorial afterschool and bootcamps for extra support. Several AICE, IB and AP classes are offered for electives, as well as Foreign languages, Holocaust studies, culinary arts and dual enrollment courses are offered. Health Science: Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. Information Technology: Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services. Finance: Planning and related services for financial and investment planning, banking, insurance, and business financial management. International Spanish Academy: Dual Language Programs that have signed a collaborative agreement with the Ministry of Education of Spain. This K-12 educational program is carried out within the framework of cooperative activities organized by the Office of Education of Spain in the U.S. and each participating district. The language, history and culture of Spanish speaking countries are a major focus of the curriculum. Each student finishing their senior year at an ISA will take the DELE (Diploma of Spanish as a Foreign Language). Culinary Arts: The Culinary Arts program curriculum provides the opportunity for students to train for a variety of careers in the field of food service and preparation. Academic and technical studies are integrated, emphasizing and building proficiency in food production and cooking, cost control, nutrition and sanitation, and workplace safety. Fashion Design: The Fashion Design program is designed to provide high school students with skills necessary for careers in fashion design, fashion merchandising, costume design, and entrepreneurship. The Fashion Design academy has a rich, hands-on curriculum focusing on design skills and a broad array of garment construction techniques. John I. Leonard High School also provides students with the opportunity to participate in the Performing Arts. Students have the ability to enroll in courses such as Chorus, Band, and Orchestra to showcase their talents or learn a new skill. These programs provides students with a music-rich curriculum and allows them to participate in many extra-curricular activities. Our Athletics department at John I. Leonard High School is extremely energetic and fun. Students can try out for many sports which include but are not limited to Basketball, Football, Track, Baseball, Softball, Lacrosse, Soccer and Tennis. By joining these activities, students are monitored academically and physically and learn the meaning of discipline and teamwork. Please see Coach Howell for a comprehensive list of the sports offered. Campus Clubs provides students yet another outlet for participating in a school-sponsored activity aside from the school day! Students can select from an array of clubs based on their individual interest. Whether it is the Dance Team and preparing for the next pep rally or it's competing against a peer in the Chess Club, students can become part of an organization that provides an outlet for students to express themselves.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Students at John I. Leonard High School are provided an array of opportunities for post secondary success which include the following: Advanced Placement Courses: Advanced International Certificate of Education college level courses are taught at John I. Leonard High School. Students who complete the course and achieve a 3 or higher on the AP exam may receive college credit. AP courses help students to become better prepared for college and improve students' opportunities of getting into competitive universities. AP courses require additional time beyond the standard high school course and commitment to preparing for the national exam. Teacher recommendation for registering into AP courses is highly preferred. AICE Program: The AICE Program allows high school students to take college level courses that may earn college credits from public universities and colleges in Florida and throughout the United States by passing the course examinations with a Cambridge grade of E or higher. Students have the opportunity to also earn the AICE Diploma. To qualify for an AICE Diploma, a student must earn 6 credits with at least one credit in each of the 3 curriculum groups: Math and Science (Group 1), Languages (Group 2), and Arts & Humanities (Group 3). When combined with 100 community service, the AICE Diploma automatically qualifies the student for the current Bright Futures scholarship. ? Dual Enrollment: The Dual Enrollment Program enables qualifies students who have completed to enroll in approved academic courses offered at Palm Beach State College or Florida Atlantic University. The credits that students earn count toward a high school diploma and a college degree. DE courses are free; this includes registration, tuition and fees, and textbooks. DE is an opportunity to take challenging courses and accelerate educational opportunities. However, the amount of work necessary to succeed in college level courses may be much greater than in high school courses. DE courses become part of a student's permanent college transcript and can impact eligibility for financial aide and admissions to other post secondary institutions. ? AVID: "Advancement Via Individual Determination (AVID) is a global nonprofit organization that operates with one guiding principle: Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge. AVID's kindergarten through higher education system brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas." ? Industry Certification: John I. Leonard High School offers students the opportunities to earn Industry Certifications to help them earn the skills necessary to compete in the global workforce. Some of the Industry Certifications students can earn include Microsoft Bundle and Photoshop. In addition to the above opportunities, John I. Leonard High School will be providing additional support in these areas by including a College Academic Advisor position and a partnership with Adult Community Education to provide vocational support on campus.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Mentoring
- PAR Teacher

- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

John I. Leonard High School's professional development plan is as follows: relies mostly on teacher led Professional Learning Committees to help meet the needs of all our students to increase our graduation rate. The Instructional Leadership Team meets weekly to progress monitor standards based data, instructional practices, and plan for remediation. During the winter, we reviewed our implementation of this initiative and revised a plan better aligned to provide professional development support to our teachers, support staff, and students for the FY25 academic year. The plan consists of the following: Professional Learning Communities (PLC): 1. Each tested content area and grade level will meet weekly during their common planning period as follows: a. English 9th PLC b. English 10th PLC c. English 11th PLC d. AICE GP PLC e. AICE LANG AS f. Reading 9th PLC g. Reading 10th PLC h. Reading 11th/12th PLC i. DLA PLC j. US History PLC k. Biology PLC l. Algebra 1 PLC m. College Ready Math PLC n. Geometry PLC o. Graduation Ready Math PLC p. Vocational PLC 2. PLCs are teacher led. Teacher leaders collect and disseminate resources, assist with the organization of resources, and foster professional relevant conversations on recent student progress and future lesson plans. 3. PLCs create academic focus calendars aligned with the course assessed standards. 4. PLCs create benchmark assessments based on focus calendars. They also analyze the assessment results and create a plan of enrichment or remediation accordingly. 5. On a weekly basis, PLC Teacher Leaders upload weekly templates onto John I. Leonard High School's Google Classroom. Administration monitors and creates plans of supports based on this information. ESP John I. Leonard High School implements the already District adopted Educator Support Program (ESP). ESP is designed to support newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. As part of ESP, each newly hired teachers will be paired up with a lead teacher that will guide through formal and informal conversations, observations, and example. A lead mentor will oversee the program and support as needed. ESP members meet once a month. Other PD Opportunities: 1. All teachers assigned to teach advanced course curriculum are provided with multiple opportunities to observe instructional practices at other campuses and attend live or online professional development. Additionally, advanced course teachers are provided with the opportunity to participate in multiple 'in house' professional development sessions to calibrate their grading practices. 2. ESE teachers receive professional development on best monitoring practices and effective teaching practices for students with specific learning disabilities. 3. Reading and ESOL teachers receive professional development on effective teaching practices for students who are acquiring the English language. 4. All teachers are encouraged to participate in District and State sponsored learning opportunities. 5. Reading Plus support interventions for tier 2 & tier 3 reading intervention students.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Meeting the needs of our students is imperative when seeking to recruit and retain effective teachers. Additionally, the school's teaching staff should be representative of the community's demographics. In order to recruit teachers, the first step taken is to identify the needs of the students. For example, our rigorous and advance coursework offerings are growing and there is a need for teachers to teach those higher level coursework. This is critical information when reviewing potential job applicants. Additionally, with the help of our "own" teaching staff, we seek to find applicants that may be highly qualified to teach at John I. Leonard High School. Recruiting teachers not just in Palm Beach County but also nationally provides John I. Leonard High School with a pool of applicants who are qualified and may speak another language. This is essential to our school due to our large population of English Language Learners. John I. Leonard High School also participates in multiple job fairs across Florida to seek applicants that are well-qualified. Additionally, with the help of the district's Human Resource Department, John I. Leonard works to recruit teachers from other states outside of Florida which may include Puerto Rico. To retain our teachers, we ensure teachers are provided multiple professional development opportunities for continuous growth. Every new educator participates in an Educator Support Program where they are partnered with veteran teachers in their same/similar subject area. ESP provides new teachers with an opportunity to have meaningful conversations, ask questions, share lessons and learn important aspects of instruction and the school's culture. Teachers are also provided professional development opportunities to enhance their teaching methods. Additionally, by creating a culture that is supportive and engaging, teachers are able to collaborate, share best practices and review critical data to provide effective instruction to their students. Also recognizing the efforts of our teaching staff is necessary to ensure teachers feel valued and respected. Administrative staff with the help of the Band, visit teachers' classrooms to celebrate success and motivate them to continue their efforts.