Title I Comprehensive Schoolwide Plan

JOHN I. LEONARD HIGH SCHOOL (1361)

ELA

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support ELA?

• How will school strengthen the PFEP to support ELA?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

• School

This school has chosen to be exempt from this area.

• Students

This school has chosen to be exempt from this area.

• Parents

This school has chosen to be exempt from this area.

• Staff Training

This school has chosen to be exempt from this area.

• Accessibility

This school has chosen to be exempt from this area.

Math

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Math?

• How will school strengthen the PFEP to support Math?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

• School

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• Students

This school has chosen to be exempt from this area.

• Parents

This school has chosen to be exempt from this area.

• Staff Training

This school has chosen to be exempt from this area.

• Accessibility

This school has chosen to be exempt from this area.

Science

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Science?

• How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

• School

This school has chosen to be exempt from this area.

• Students

This school has chosen to be exempt from this area.

• Parents

This school has chosen to be exempt from this area.

• Staff Training

This school has chosen to be exempt from this area.

• Accessibility

This school has chosen to be exempt from this area.

Social Studies

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Social Studies?

• How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

• School

This school has chosen to be exempt from this area.

• Students

This school has chosen to be exempt from this area.

• Parents

This school has chosen to be exempt from this area.

• Staff Training

This school has chosen to be exempt from this area.

• Accessibility

This school has chosen to be exempt from this area.

Acceleration Success

1. List prioritized needs statements.

As of February FY26, the current pass rate is 26%, indicating a continued need for targeted instructional support, preparation, and resources to increase certification attainment. Improve student performance on industry certification assessments that contribute to graduation acceleration points. Student pass rates declined significantly from 32% in FY22 to 20% in FY23 and, although performance has shown gradual improvement (28% in FY24 and 30% in FY25), recovery remains incomplete. Increase student success in accelerated coursework. While 67% of the student population is currently enrolled in at least one accelerated course, continued focus is needed to ensure students are not only accessing these opportunities but also demonstrating successful completion and mastery of rigorous coursework.

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

Additional professional development is needed for staff to strengthen instructional strategies and improve student preparation for industry certification assessments. Lack of consistency in Collaboration among industry certification teachers. Professional Learning Communities (PLCs) for industry certification programs are not as consistently implemented as those in the four core content areas, resulting in fewer opportunities for teachers to share best practices, analyze data, and plan instruction collaboratively. Some students demonstrate limited interest in industry certification electives when they do not perceive a clear connection between the course and their personal career goals. Master schedule constraints make common planning time for elective teachers difficult, limiting opportunities for collaboration and coordinated instructional planning. Additionally, there is a need to expand course offerings to increase access to industry certification pathways.

3. Share possible solutions that address the root causes.

Provide ongoing professional development focused on instructional technology to enhance classroom integration and support student learning in industry certification courses. Offer targeted professional development through the FACTE Conference (Florida Association for Career and Technical Education) to strengthen teachers' industry-specific skills and instructional practices. Allocate additional resources and structured planning opportunities to allow teachers to collaborate, share best practices, and align curriculum across industry certification programs. Facilitate ongoing collaboration among industry-certified teachers during Professional Development Days (PDDs) and through Teacher Leadership & Evaluation (TLE) initiatives to support consistent instructional quality. Provide expanded access to technology resources to support student learning and pique student interest, assessment preparation, and differentiated instruction in industry certification courses.

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

• Communication

Parent training and informational meetings will be provided throughout the school year. Parents will receive multilingual communications via school electronic Newsletters, 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) and our two full time social service workers.

• Parent Training

Parent trainings will 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

1. List prioritized needs statements.

In FY26, ELA achievement decreased by 2 percentage points on the PM2 assessment compared to FY25, with 31% of students demonstrating proficiency. English Language Learner (ELL) students demonstrated 13% proficiency in ELA on the FY26 PM2 assessment, representing a 2 percentage point decrease from the previous year. Results from the Algebra midterm exam indicate that only 7% of students achieved proficiency. Among Students with Disabilities (SWD), 86 students participated in the assessment, with 0% demonstrating proficiency. The Geometry midterm assessment included 701 students, with 24% achieving proficiency. Science midterm assessment results show 52% proficiency in FY26, representing a 5 percentage point increase compared to the previous year. End-of-Course (EOC) assessment data indicates 63% proficiency in Social Studies for FY25, reflecting a 5 percentage point increase from FY24. Currently, 67% of the student population is enrolled in at least one accelerated course. The school's graduation rate has remained above 91% for the past five years. Although the rate decreased to 91% during the FY22 school year, the most recent graduation rate increased significantly to 98.2%.

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

Large class sizes limit opportunities for individualized instruction and targeted academic support. Students demonstrate challenges with reading and writing comprehension, which impacts their ability to independently access and engage with grade-level curriculum and digital learning resources. Gaps in foundational academic skills require teachers to dedicate significant time to reteaching and scaffolding core concepts. Student absenteeism, disengagement, and apathy negatively affect academic performance, highlighting the need for stronger school-to-home communication and family engagement. Students demonstrate limited coping and self-management skills, contributing to increased anxiety and other mental health challenges that impact learning. Socio-economic factors lead some students to prioritize employment responsibilities over academic commitments. Teachers face challenges implementing differentiated instruction that effectively addresses the diverse and personalized learning needs of students. Some students lack access to transportation or other resources, limiting their ability to participate in after-school, weekend enrichment, and tutoring opportunities. Teacher collaboration is inconsistent, and stronger implementation and fidelity of Professional Learning Communities (PLCs) is needed to support shared planning, data analysis, and instructional improvement. Instructional resources are limited and there is a need for extended learning opportunities.

3. Share possible solutions that address the root causes.

Expand student support systems by providing supplemental resources, targeted remediation, and additional opportunities for practice through small-group instruction during the school day, as well as before/after school and Saturday sessions and possible summer opportunities. Leverage instructional technology such as IXL, Quizizz, and Khan Academy to monitor student progress, deliver targeted interventions, and enhance differentiated instruction across classrooms. Strengthen instructional practices through ongoing professional development focused on classroom management, differentiated instruction, and alignment to grade-level standards in all core content areas. Build educator capacity through collaboration by providing structured Professional Learning Community (PLC) opportunities for teachers to plan collaboratively, analyze student data, and share effective instructional strategies and best practices. Increase student engagement and literacy development by expanding Schoolwide Literacy and Learning (SLL) strategies, integrating engagement activities aligned to course content, and creating print-rich learning environments that include materials in students' native languages. Enhance communication and family engagement by strengthening home-to-school communication, conducting home visits when needed, and providing families with information about graduation requirements and post-secondary opportunities.

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

- Communication

The school will strengthen the Parent and Family Engagement Plan (PFEP) to support the graduation rate by providing ongoing parent training and informational meetings throughout the school year. Families will receive consistent communication through multiple platforms, including electronic newsletters, robocalls, emails, text messages, printed correspondence, and direct outreach from teachers and administrators. Communications will be provided in multiple languages to ensure accessibility for all families. Additional outreach will occur through the school's Adult Community Education program, which serves many parents and community members connected to the school, as well as through the support of two full-time social service workers who help connect families with school and community resources.

- Parent Training

Parent trainings will be offered to equip families with strategies to support their students at home and provide important information related to graduation requirements, academic progress monitoring, and post-secondary opportunities, including college and career pathways and acceleration options.

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

- School

The school will also support teachers through continued professional development, Professional Learning Communities (PLCs), SEQ support, instructional coaching, and access to instructional resources. These supports will help educators strengthen instructional practices and build stronger relationships with students and families.

- Students

Students will come to school prepared to actively engage in learning, attend classes regularly, complete assignments, and take responsibility for monitoring their academic progress toward meeting graduation requirements.

- Parents

Parents will monitor their child's academic progress, maintain regular communication with teachers, and provide ongoing support for learning at home. Families will participate in informational meetings and school programs focused on graduation requirements, academic success, and post-secondary planning.

- Staff Training

Teachers and staff will participate in ongoing professional development focused on strengthening instructional practices, improving classroom engagement, and building positive relationships with students and families. Staff will also receive training on effective strategies for engaging parents and supporting families as partners in their child's education.

- Accessibility

The school will ensure that families have access to necessary supports and resources, including language interpreters, interpretive listening devices, and sign language services when needed. Additional support will be provided for families of students receiving ESE and Section 504 services. Staff will implement tiered academic and behavioral interventions to address the diverse needs of all students and ensure they remain on track for graduation.

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: **$928,301.00**

Acct Description	Description
Extra Periods	(Daily) 7 Daily extra periods will be built in to the Masterboard in tested areas (Math, ELA, Science, Social Studies, ELL or ESE courses) to offer more sections that lower class size and allow for targeted instruction.
Social Service Facilitator	The .5 Social Service Facilitator (bachelor level) will provide services to students with academic and/or behavioral barriers, provide SBT support services, home visits, and student conferences, and link identified students in grades 9-12 to resources.
Classroom Teacher	The Classroom Reading Teacher will implement student support and intensive instruction for grades 9-12 to assist level 1 and level 2 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	The ELA Classroom AICE English Teacher expands opportunities for students in grades 9-12 to access advanced coursework and provides enrichment with the possibility to obtain college credit. This will also reduce class size.
Overtime	(BT 543578) FY27 Overtime deficit - Split funded SSF
Supplies	

Item	Quantity	Rate	Supply Type	Type	Total
General supplies - folders, papers, pencils, binders, chart paper, expo markers and card stock.	1	$2,340.00	General Supplies	Original	$2,340.0
Final allocation differential	1	$482.00	General Supplies	Original	$482.00

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td></td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>(BT 543578) Reduce final allocation differential to cover OVT deficit incurred by split-funded SSF</td><td>-1</td><td>$30.00</td><td>General Supplies</td><td>Budget Transfer</td><td>-$30.00</td></tr>
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</td></tr>
<tr><td>Out-of-system Subs</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Type</th><th>Total</th></tr>
<tr><td>Subs for Title I funded positions</td><td>8</td><td>$21.00</td><td>7</td><td>7</td><td>1</td><td>Original</td><td>$8,232.00</td></tr>
</table>
</td></tr>
<tr><td>Classroom Teacher</td><td>The ELA Classroom AICE English Teacher expands opportunities for students in grades 9-12 to access advanced coursework and have the opportunity to earn college credit. This will reduce class size and allow for enrichment.</td></tr>
<tr><td>Classroom Teacher</td><td>The Classroom Science Teacher allows for smaller class sizes to enhance learning opportunities and differentiated instruction in grades 9-12. He will also teach sections of higher-level biology classes (honors) to offer to level 2 and level 3 students to provide an enriched curriculum.</td></tr>
<tr><td>Classroom Teacher</td><td>The Classroom Math Teacher will implement student support and instruction for grades 11-12 to allow students more math elective options to choose from. These classes will be open to students to provide enrichment electives. This additional Math teacher will lower the class sizes in math classes, allowing the teacher to provide more effective instruction.</td></tr>
<tr><td>Classroom Teacher</td><td>The Classroom Math Teacher will implement student support and instruction for grades 10-12 to assist students in meeting Math Proficiency and provide enrichment classes in AP Calculus and Calculus Honors. This additional Math Teacher will lower the class sizes in Math classes, allowing the teacher to provide mor effective instruction.</td></tr>
<tr><td>Secondary Tech Support Tech STST</td><td>The Tech Support will provide support to all literacy, math, and science teachers by monitoring the Title I technology calendar, tracking Title I inventory, and organizing technology integration in tested subjects during the day.</td></tr>
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Acct Description	Description
Classroom Teacher	The ELA Classroom/AICE English Teacher expands opportunities for students in grades 9-12 to access advanced coursework. This will reduce class size and allow for enrichment opportunities.
Classroom Teacher	The Classroom Math Teacher will implement student support and instruction for grades 9-12 to assist students in Algebra with meeting math proficiency. This additional Math teacher will lower the class size, allowing the teacher to provide more effective targeted instruction.
Resource Teacher	The .5 Resource teacher will facilitate a push-in model for math for students in grades 9-12 to provide remediation and additional support for students not meeting proficiency, particularly our lowest subgroup, ESE. These groups will be data-driven and tracked.
Online subscription	Online subscription

Action Step: Professional Learning

Provide teachers with professional learning 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: **$0.00**

Acct Description	Description

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: **$33,289.00**

Acct Description	Description
Overtime	(BT 543578) FY27 Overtime deficit - split funded SSF
Social Service Facilitator	The .5 Social Service Facilitator (Bachelor level) will provide social services to families of students with academic and/or behavioral barriers, provide SBT support to parents, conduct home visits, provide community resources to families in need, and assist with family conferences.

Mission Statement

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

Name	Title
Elana Villani	Principal
Ernest Anderson	Assistant Principal
Maria Vazquez	Counselor
Jason Bradley	Assistant Principal
Gwen Von Werne	Assistant Principal
Lewis Scholze	Assistant Principal
Edna Martinez	Assistant Principal
Melissa Arcos	Assistant Principal

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

Members are selected to meet the needs of our students, parents, and families. 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 6, 2026 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: 8/18/26, 9/22/26, 10/20/26, 11/17/26, 12/15/26, 1/19/27, 2/16/27, 3/16/27, 4/20/27, and 5/18/2027. The CNA meeting for staff was held on various dates through department and PLC meetings 1/5/26 - 2/19/26 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
Elena Villani	Principal
Lewis Scholze	Assistant Principal
Jason Bradley	Assistant Principal
Melissa Arcos	Assistant Principal
Gwen Von Werne	Assistant Principal
Edna Martinez	Assistant Principal

Annual Parent Meeting

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

This meeting will take place in the media center on October 6, 2026 at 6 pm.

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

Call-outs, emails, and parent link.

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

PowerPoint presentation, hardcopy handouts, and technology resources in the media center.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Communicating & Engaging with Families

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

Teachers will learn various techniques and methods for engaging and communication with families. Teachers will learn specifically how to utilize our current resources (ex. Parent Link, Google Classroom, ect.) to communicate with students and families.

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

The expected impact of this training is that teachers are able to access multiple resources of communication and identify the most convenient resource for their student's families to monitor their child's success.

- What will teachers submit as evidence of implementation?

Evidence will be submitted through the SIS platform. Teachers will be able to document the communication on the student's SIS tab labeled "Comments Log."

- Month of Training

August

• Responsible Person(s)

Jason Bradley

3. Staff Training for Parent and Family Engagement #2

• Name of Training

ESE and PBIS Training

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

Teachers will learn how to implement a system of positive behavior interventions and supports. Teachers will also be able to implement common & individualized accommodations, understand and apply the concept of instructional modifications to meet the needs of learners. Teachers will learn 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 will be able to provide students the supports that they need and differentiate instruction. Also teachers will be able to manage their classrooms and provide parents with positive behavior reports that promote a learning partnership between school and home, that fosters student's academic success.

• What will teachers submit as evidence of implementation?

Evidence of accommodations and modifications through PLC agendas and notes, SIS student recognition, and student's comment log. Evidence of increase academic success through student achievement data reports.

• Month of Training

November

• Responsible Person(s)

Alexis Lewissohn/Melissa Arcos

Parent Trainings

1. Parent and Family Capacity Building Training #1

• 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 and inform about post-secondary options, parents will be provided assistance with completing FAFSA documentation and opportunities to apply for different scholarship opportunities. They will be provided access to computer and internet to go through the FAFSA and ask questions.

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

Parents will receive step-by-step training on how to complete the FAFSA application and be able to do so while in attendance.

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

The expected impact is that families will learn how to apply for and receive student financial aid, which will result in more students attending post secondary institutions.

• Date of Training

September 2026

• Responsible Person(s)

Maria Vazquez

• Resources and Materials

Presentations, agendas, sign-in sheets

• Amount (e.g. $10.00)

0

3. Parent and Family Capacity Building Training #2

• 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 Early Admission and Dual Enrollment through the local state college. They complete applications after plotting out potential courses and programs.

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

Parents will receive step-by-step training on how to enroll their student at Palm Beach State College and assistance with course selection. They will have the opportunity to plan out the courses and complete applications.

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

Students may earn up to their Associates Degree while enrolled in High School. More students will take advantage of the monetary benefits associated with taking college courses during their time in high school.

• Date of Training

September 2026

• 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)

0

5. Parent and Family Capacity Building Training #3

• Name of Training

ESOL Parent Night

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

Parents with students enrolled in our Non-Native Speakers program will learn about the services that families and students will be provided as part of this program. They will be given opportunities to enroll in services to assist them.

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

Parents will receive information, strategies, and resources that are specifically designed to support students who are non-native speakers. They will also receive information and assistance with contacting supports who will continue to support process throughout the school year.

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

Students will be better prepared for the adjustment to mainstream class scheduling and they will be supported academically.

• Date of Training

September 2026

• Responsible Person(s)

Winda Robles

• Resources and Materials

Presentation, flyers, agenda, exit tickets, CLF translation

• Amount (e.g. $10.00)

0

Coordination and Integration

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

• Name of Agency

McKinney-Vento

• Describe how agency/organization supports families.

This department assist by 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 and 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 (Student Support Services, Upward Bound)

• Describe how agency/organization supports families.

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

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

Parent Trainings, Student Applications, and thank you emails.

• 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

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 Title 1 Annual 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 FY27 Title 1 Google Drive for John I. Leonard HS. Evidence will include SAC meeting documents and 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 Parent Portal, 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 FY27 Title 1 Google Drive for John I. Leonard HS. Evidence will include SAC Meeting Minutes, Parent training documentation, and open house.

- 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 Parent Portal 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 FY27 Title 1 Google Drive for John I. Leonard HS. Evidence will include meeting summaries and flyers for the different parent trainings and curriculum night.

• 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 Annual 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 FY27 Title 1 Google Drive for John I. Leonard HS. Evidence will include SAC meeting documents, flyers for parent trainings, 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 FY27 Title 1 Google Drive for John I. Leonard HS. Evidence will include parent training documentation (sign-ins, agendas, and invitations) showing different meeting times being offered.

Accessibility

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

Staff members who are fluent in students' native language will present and assist with translation. Materials and resources will be translated in students' native languages.

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

Sample evidence includes: Translated compacts, invitations, flyers, and parent link messages.

• Description

We will have sign language interpreters to provide support for those parents and students who need DHH services. 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 evidence includes: notes on when vision or hearing support was provided; a sample request to the District for staff to support parents; photos of handicapped parking, ramps, seating, elevators, and audio enhancement.

• Description

Migrant fliyers of services offered and handouts will be located in the guidance office and can be mailed out to families if they check the box stating that they work in agriculture. Meetings will be posted to the website for those who cannot attend.

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

Sample evidence includes: documentation of handouts, screenshots of websites with meetings posted, and SIS reports of students/families who are coded as migrants.

• 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 evidence includes: Emails to McKinney-Vento case manager as needed, Notes on services/support provided, SIS notes or reports listing students and families that are coded as homeless.

Other 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

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 Mental Health Behavior Specialists, Social Services Facilitators, and Guidance Counselors, students are offered opportunities for mental health services that are provided regardless of their 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 (SBT) and SBT Leader to ensure that students who need additional support with issues such as homelessness and/or Exceptional Education Services Evaluations are receiving the appropriate support. John I. Leonard offers several clubs, practical and performing arts, and athletic programs as healthy outlets for students to promote a sense of belonging. We also offer community service clubs and cultural organizations.

SBT/MTSS Implementation

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 and/or behavioral patterns. Discussion includes SBT referrals for issues such as homelessness, disciplinary actions, mental health services and parental support. The SBT is comprised of 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. 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 student's progress, with the interventions and measure growth and improvement. We monitor 2 times per month and provide updates. If sufficient growth/improvement is not achieved, we then try apply additional interventions. 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 sufficient growth/improvement is not achieved, we will move the student to Tier 3 which may include alternative education, and possible referrals for 504 and ESE services.

Provision of a Well-Rounded Education

1. Well-Rounded Education

"A Program of Study is a sequenced listing of academic and CTE courses that connects students' high school and postsecondary 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 after school and bootcamps for extra support. Several AICE and AP classes are offered for electives, as well as Foreign languages, Holocaust studies, culinary arts and dual enrollment courses. 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, Orchestra, and Musical Theater 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

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: 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. Dual Enrollment courses are free; this includes registration, tuition and fees, and textbooks. Dual Enrollment 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. Dual Enrollment courses become part of a student's permanent college transcript and can impact eligibility for financial aid 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.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Learning

1. Professional Learning

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 FY27 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

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. 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. John I. Leonard's Friday Shout Outs are an opportunity for faculty and staff to recognize each other with praise for their great work and tireless effort.