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

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# ELA

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

## 1. List prioritized needs statements.

According to the Diagnostic and ELA FSA data, our top priorities are to increase student achievement, student learning gains, and learning gains of the lowest 25%. Student achievement increased from 31.9 on the FSA in 2022 to 36% on PM 1. According to PM data, student achievement decreased from 36% on PM 1 to 31.4 on PM 2 in 2023.

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

Students struggled with fluency and Reading comprehension. Teachers struggled to provide differentiated instruction that targets personalized instructional needs. Students struggled with vocabulary development.

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

Continue following the Scope & Sequence. Utilize StudySync as the primary instructional resource. Introduce the rotational model, small group, and one on one intervention & instruction. Continue with NRI program for all ELA. Continue with Upfront magazine to reinforce non-fiction/informative text. Opportunities for PD throughout the school year for new teachers. Utilize Study Island as a supplemental resource to differentiate instruction and provide personalized instruction to each ELA student. Have access to workbooks that focus on building vocabulary through context clues (Vocabulary Workshop: Level E Tools for Excellence and Vocabulary Workshop: Level F Tools for Excellence). More technology-based vocabulary practice for students (<https://membean.com>). Language dictionaries for ESOL students.

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

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. 0% of the 844 algebra students tested were proficient on the midterm exam with an average score of 26%. Of the 844 algebra students tested 135 were ESE students, 0% students met proficiency. Of the total number tested, 129 students are in the Low 25%, 0% were proficient. Of the 844 students tested, 2% are approaching proficiency. Of the 764 geometry students tested, only 3.5% were proficient, with an average score of 34%. Of the 764 geometry students 110 are SWD/ESE and .01% scored a proficient level. Of the total number of geometry students 64 are in the Low 25% and none of them scored proficient on the midterm exam. Of the 764 students tested, 16.8% are approaching proficiency. Thus, only 2% 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 continue to struggle with significant lack of foundational skills. Students struggle with classroom engagement and in classroom instructional activities. Student attendance/tardy issues are a major roadblock in reaching targeted proficiency levels.

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

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 SEL strategies to engage and motivate students. Implementation of additional tutoring programs beyond school hours. 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, including engagement activities. Teachers attended BEST standards training.

**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 44% overall proficiency based on the data from our midterm exam. This is the highest of any Title I school in the district. Our EOC proficiency from 20-21 was 50%. 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. Students with disabilities had a proficiency drop from the midterm of 20-21 to 21-22 from 41% to 16%. The midterm results show that we are the highest of any Title I school in the district. The at home option for learning negatively impacted academic gains during the pandemic. 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.**

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.

**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.**

Based on the data, our top priority is to continue working to increase engagement in the classroom in order to encourage student achievement on the Social Studies EOC. The EOC data indicates that we decreased 19% during 2021 from 2019. from 69% to 50%. However, in 2022, our EOC pass rate was up to 53%. Social Studies Achievement was 50% in FY21. Social Studies Achievement decreased 19% from FY19 to FY21. Social Studies Achievement increased 3% from FY21 to FY22. We would like to see Social Studies achievement this year reach 60%. In addition, according to the data, our need to increase the number of students receiving a score of 3 or higher on the AP GOPO exam is a priority. The data shows that only 11% of the students taking the exam during the 2021 - 2022 school year received a score of 3 or above.

**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, and many students do not receive instruction consistently enough. Additionally, most of our students struggle with reading skills and comprehension. Most students who take the EOC are reading well below grade level. Students also struggle with memorizing large amounts of material which is often necessary with Social Studies. Some of the obstacles to student achievement are lack of repetition of foundational ideas because of time constraints of the course. Students are missing background understanding of the founding of America and its foundational documents. Students have a lack of foundational and organizational skills to employ the necessary time allotment for outside of school hours to study or complete additional assignments. Teachers lack the continual training needed to stay up to date on the ever changing testing criteria put out by the AP Board.

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

Students will be given optional tutoring during the months of March and April. The U.S. History team will also run a review after school for all students needing extra review during the final days leading up to the EOC. Teachers are consistently reviewing reading and test taking strategies during class time and working on reviewing key vocabulary content on a daily basis. Resources we would like to help accomplish our goals: Subscription for U.S. History teachers to Gilder Lehrman Institute of American History for access to primary sources and interactive resources. Binders with inserts for all students in U.S. History to keep students organized. Purchase of large timelines to be put up in U.S. History classrooms Additional in person Professional Development training given by AP College Board for all teachers teaching AP Government and Politics. AP Government and Politics workbooks for the students to review as the class is taught.

**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.**

Student pass rates of industry certification that qualifies for graduation acceleration points are low in FY23. In FY22, the pass rate for all students was 32% overall Mobility and Device 37% Adobe 19% Python HTML 53% In FY23 (February), the pass rate is 13%.

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

FY23 introduced multiple new certifications with no district training.

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

Professional development for technology conference (FCET Conference). Professional development for FACTE conference (Career & Technical Education).

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.**

According to the data, the graduation rate has been above 90% for the last 4 years. During the FY21 school year our graduation rate increased to 93.5%. Our most recent graduation rate decreased to 91%.

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

Student absenteeism, apathy, and engagement concerns. Students suffer from anxiety and other mental health conditions due to lack of coping and self-management skills. Teachers struggle to provide differentiated instruction that targets personalized instructional needs. Class sizes are too high. Students struggle with reading & writing comprehension skills and are unable to access the curriculum independently. Back log of missing credits as a result of virtual learning. Adjustments to concordant scores and fewer options for assessment types to earn concordant scores have made meeting graduation requirements more challenging for underprivileged students.

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

Technology platforms to support monitoring (PLT4M, HeartZones, Blooket -PE). Increased implementation of SEL 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 to build increased capacity.

**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: \$1,047,893.96**

<b>Acct Description</b>	<b>Description</b>														
Classroom Teacher	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.														
Computer HW; non-cap	<table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Quantity</b></th> <th><b>Rate</b></th> <th><b>Type</b></th> <th><b>Total</b></th> </tr> </thead> <tbody> <tr> <td>Chromebook chargers to ensure no loss of instruction when devices aren't charged. These will be kept in class</td> <td>100</td> <td>\$36.00</td> <td>Original</td> <td>\$3,600.00</td> </tr> </tbody> </table>					<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	Chromebook chargers to ensure no loss of instruction when devices aren't charged. These will be kept in class	100	\$36.00	Original	\$3,600.00
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Chromebook chargers to ensure no loss of instruction when devices aren't charged. These will be kept in class	100	\$36.00	Original	\$3,600.00											
Classroom Teacher	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.														
Classroom Teacher	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.														
Media Center books	<table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Quantity</b></th> <th><b>Rate</b></th> <th><b>Type</b></th> <th><b>Total</b></th> </tr> </thead> <tbody> <tr> <td>Library Media Books</td> <td>1</td> <td>\$20,000.00</td> <td>Original</td> <td>\$20,000.00</td> </tr> </tbody> </table>					<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	Library Media Books	1	\$20,000.00	Original	\$20,000.00
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Library Media Books	1	\$20,000.00	Original	\$20,000.00											
Classroom Teacher	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														
Classroom	English teacher to provide students with opportunities for advanced coursework. The teacher will be utilized														

<b>Acct Description</b>	<b>Description</b>																																			
Teacher	for teaching AICE English courses 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, and provide staff professional development.																																			
Classroom Teacher	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 provide more effective targeted instruction.																																			
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	Item	Quantity	Rate	Supply Type	Type	Total
	Pen Gel Retract 10pk SKU 924361 (Carol 35)	35	\$7.27	General Supplies	Original	\$254.45
	Astrobright Letter Planetary Purple Case SKU 1369957 Cates	10	\$3.76	General Supplies	Original	\$37.60
	Expo Eraser SKU 272153 (PA-Joselyn)	6	\$1.37	General Supplies	Original	\$8.22
	Scissors non-stick SKU 879372 (Horvath)	5	\$8.46	General Supplies	Original	\$42.30
	Pencils Watercolor Set of 24 SKU 1589267 (Van Der)	1	\$44.35	General Supplies	Original	\$44.35
	Highlighter Set of 12 SKU 2006222 (Beckford)	5	\$8.31	General Supplies	Original	\$41.55
	Cleaner Marker Board SKU 059634 (Beckford)	5	\$5.47	General Supplies	Original	\$27.35
	Correction Fluid SKU 061458 (Carol 35 Lagor 10)	50	\$1.91	General Supplies	Original	\$95.50
	Binder Clips SKU 378813 (PA-Joselyn)	6	\$3.77	General Supplies	Original	\$22.62
	Highlighter Pen SKU 473745 (Bisogno)	10	\$4.70	General Supplies	Original	\$47.00
	Sharpie Metallic Silver SKU 503205 (PA-Joselyn)	1	\$9.08	General Supplies	Original	\$9.08
	Tape Masking SKU 819358 (Beckford)	3	\$5.93	General Supplies	Original	\$17.79
	Expo 16PK SKU 592678 (PA-Joselyn)	5	\$9.18	General Supplies	Original	\$45.90
	Hanging File Folder SKU 01-7732 (PA-Joselyn)	3	\$5.84	General Supplies	Original	\$17.52
	Gateway to US Gov & Civics Books 10 in set 978 1-7353929-9-8 (Parra)	15	\$189.50	Instructional Materials	Original	\$2,842.50
	School Smart Pre-Sharpended No.2 Pack of 144 SKU 2013407 Cates	20	\$20.26	General Supplies	Original	\$405.20



Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Folder 2 pocket RD SKU 7895787 (Laster)	30	\$1.06	General Supplies	Original	\$31.80
	Pen Gel Medium SKU 027632 (Beckford)	11	\$1.45	General Supplies	Original	\$15.95
	Envelope Kraft Clasp box of 100 SKU 2013901 (PA-Joselyn)	3	\$21.11	General Supplies	Original	\$63.33
	Binder 1 in SKU 1118073 (Parra)	100	\$6.99	General Supplies	Original	\$699.00
	Notebook SKU 085264 (Cox)	100	\$1.64	General Supplies	Original	\$164.00
	Card Stock Assrt 100 SKU 1439847 (Bisogno)	5	\$26.39	General Supplies	Original	\$131.95
	Glue Sticks Box of 30 SKU 831989 (Sokolsky)	25	\$11.65	General Supplies	Original	\$291.25
	Major Accent Highlighter SKU 139048 (Laster)	6	\$4.50	General Supplies	Original	\$27.00
	Index Cards 3x5 100 pck SKU 01-7530 (PA-Joselyn 3, Horvath 50, Lagor 100, Melody 15, Bellinger 15)	300	\$0.45	General Supplies	Original	\$135.00
	Pen Bold Red 12 SKU 952761 (Beckford)	1	\$12.08	General Supplies	Original	\$12.08
	Sharpie Silver Box36 SKU 2724307 (Carol)	4	\$27.80	General Supplies	Original	\$111.20
	Oxford Folder w/ Fastner Red 25pck SKU 021573 Cates	8	\$15.97	General Supplies	Original	\$127.76
	Masking Tape SKU 745133 (laster)	3	\$2.96	General Supplies	Original	\$8.88
	Pencil Portrait Set 24 SKU 404460 (Van Der)	2	\$36.56	General Supplies	Original	\$73.12
	WOW Gel Pens SKU 562657 Pack of 12 Cates	6	\$9.33	General Supplies	Original	\$55.98
	Expo Cleaner SKU 364141 (PA-Joselyn)	3	\$14.38	General Supplies	Original	\$43.14

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Color File Folders SKU 518909 (Horvath)	20	\$22.23	General Supplies	Original	\$444.60
	Marker Dry Erase w/cap 36/box SKU 1482508 (Carol 80)	80	\$44.01	General Supplies	Original	\$3,520.80
	Cleaner Liquid Expo Spray SKU 1334760 (Carol 70)	70	\$11.02	General Supplies	Original	\$771.40
	Whiteboard Eraser 3M 2pk SKU 583105 (Carol 35)	35	\$3.26	Manipulatives	Original	\$114.10
	Paper Laser Matte Letter 150 Sheets SKU 2025352(Burke)	2	\$44.74	General Supplies	Original	\$89.48
	Graph Paper SKU 2002860 (Carol 70)	70	\$3.95	Manipulatives	Original	\$276.50
	Paper Clips Pack of 450 SKU 2006653 (Carol 35)	35	\$6.86	General Supplies	Original	\$240.10
	Sharpener SKU 1400845 (Van Der)	10	\$5.54	General Supplies	Original	\$55.40
	Expo Marker Blk SKU 01-4338 (PA-Joselyn)	3	\$8.06	General Supplies	Original	\$24.18
	Case of paper (10 Reams - All departments, 30 to Cates, 40 to Parra) Letter SKU 01-7740	320	\$44.61	General Supplies	Original	\$14,275.20
	Stapler SKU 1078084 (Horvath 15, Beckford -2)	17	\$20.52	General Supplies	Original	\$348.84
	5×8 Index Cards 100 SKU 088714 (Waltuch)	10	\$3.16	General Supplies	Original	\$31.60
	Pencils Durer Metal set of 12 SKU 1589266 (Van Der)	1	\$22.43	General Supplies	Original	\$22.43
	Sheet Protector 25 SKU 075560 (Bisogno)	20	\$8.51	General Supplies	Original	\$170.20
	Pre-Sharpended Pencils Pk48 SKU 01-8048 (PA-Joselyn 10- Martin - 30, Solorzano 5, Van Der 20)	70	\$3.45	General Supplies	Original	\$241.50

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Paper Clips Pack of 800 SKU 2006656 (Carol 35)	35	\$9.43	General Supplies	Original	\$330.05
	Folder 2pk w/Fastner pack of 25 SKU 067505 (Carol 175)	175	\$12.73	General Supplies	Original	\$2,227.75
	Scotch Tape 3 pack SKU 610766 (Laster)	3	\$3.83	General Supplies	Original	\$11.49
	Ruler Pack of 36 SKU 2006544 (Laster)	1	\$21.38	General Supplies	Original	\$21.38
	Energel Blk Pens SKU 1060933 (PA-Joselyn 6, Kramer 2)	15	\$12.09	General Supplies	Original	\$181.35
	4 x 6 Index Cards 3pk 50 Cards SKU TR51007 (Sokolsky - 100, Laster 10)	125	\$7.09	General Supplies	Original	\$886.25
	Assorted Marker Expo SKU 01-4363 (Lagor)	4	\$2.80	General Supplies	Original	\$11.20
	Expo Dry Erase Blue SKU 589825 (Carol 100)	100	\$9.52	General Supplies	Original	\$952.00
	Highlighter PS 29PK SKU 884142 (Horvath)	20	\$7.21	General Supplies	Original	\$144.20
	Paper SKU 1475498 (PA-Joselyn)	8	\$9.25	General Supplies	Original	\$74.00
	Color File Folders SKU 518909 (Horvath)	20	\$22.23	General Supplies	Original	\$444.60
	Highlighter 12pck SKU 151229 (Bisogno 10, Solorozano 5 )	15	\$6.08	General Supplies	Original	\$91.20
	Expo Non-Tox Cleaner SKU 807747	3	\$4.27	General Supplies	Original	\$12.81
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$12,359.25	General Supplies	Original	\$12,359.25

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Highlighter Fluor 12pack SKU 2008654 (Horvath 20, Bisogno 10)	40	\$11.68	General Supplies	Original	\$467.20
	Lined Filler Paper 200 SKU 085285 (Carol 560)	560	\$1.51	General Supplies	Original	\$845.60
	Expo Dry Erase Green SKU 589826 (Carol 100)	100	\$9.52	General Supplies	Original	\$952.00
	Folder 2Pocket w/ Fastenr Light Blue SKU 6926718	7	\$19.26	General Supplies	Original	\$134.82
	Binder Clips Pack of 30 SKU 2006640 (Carol 35, Monroe 10)	45	\$4.88	General Supplies	Original	\$219.60
	Staples 144ct SKU 385200 (PA-Joselyn)	6	\$11.62	General Supplies	Original	\$69.72
	Scissors SKU 069779 (PA-Joselyn)	6	\$11.02	General Supplies	Original	\$66.12
	Scantrons 500Pk Apperson	14	\$43.50	General Supplies	Original	\$609.00
	Pencils Watercolor Set of 36 SKU 1589268 (Van Der)	1	\$65.33	General Supplies	Original	\$65.33
	Folder 2pocket 25pck SKU 10998406 (Melody 2)	5	\$20.59	General Supplies	Original	\$102.95
	AP Gov & Politics T320201 (Parra)	15	\$21.95	Instructional Materials	Original	\$329.25
	Composition Notebooks College Ruled SKU 1603744 (Sokolsky 100, Solorzano 140)	240	\$2.30	General Supplies	Original	\$552.00
	4x6 Post It Lined 3 pack SKU 2095552 (Carol 35)	35	\$4.71	General Supplies	Original	\$164.85
	Folder 2 pocket SKU 4184069 (Laster)	30	\$1.06	General Supplies	Original	\$31.80
	Folder Twin-Pocket Yellow 25pck SKU 021582 (Cates)	7	\$15.97	General Supplies	Original	\$111.79

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Spiral Notebooks College Ruled SKU 085314	300	\$2.17	General Supplies	Original	\$651.00
	Folder 2 pocket YW SKU 8370340 (Laster)	30	\$1.06	General Supplies	Original	\$31.80
	Poly Cover Composition Books SKU 1465248 (Parra 300, Cox 100)	400	\$2.37	General Supplies	Original	\$948.00
	Pen Bic 4 color 3pck SKU 1492307 (Horvath)	10	\$6.79	General Supplies	Original	\$67.90
	Correction Tape SKU 2013418 (Carol 35)	35	\$15.83	General Supplies	Original	\$554.05
	Pencil Sharpener Electric SKU 1396392 (Melody)	1	\$87.11	General Supplies	Original	\$87.11
	AICE History 1820-1961 for Cambridge International AS by Alan Farmer (Parra)	15	\$35.00	Instructional Materials	Original	\$525.00
	Astrobright Letter Planetary Purple Case SKU 1369957 Cates	1	\$108.70	General Supplies	Original	\$108.70
	Drawing Paper 12 × 18 500 SKU 1392543 (Van Der)	2	\$27.25	General Supplies	Original	\$54.50
	Pen Retract Blue 12pc SKU 790801 (Horvath)	20	\$10.84	General Supplies	Original	\$216.80
	AICE History Modern Europe 1750-1921 (Parra)	15	\$35.00	Instructional Materials	Original	\$525.00
	File Folder 100 SKU 01-7425 (Solorzano - 2)	5	\$7.09	General Supplies	Original	\$35.45
	Pencil Dixon 144pack SKU 1442986 (Carol 70)	70	\$13.13	General Supplies	Original	\$919.10
	Case of paper (10 Reams - All departments) Legal SKU 01-7750	25	\$46.79	General Supplies	Original	\$1,169.75
	Pen Bic Gel 24pk SKU 1481995 (Horvath)	16	\$17.55	General Supplies	Original	\$280.80

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pen Ball Red 12 SKU 409540 (Beckford)	1	\$12.65	General Supplies	Original	\$12.65
	Whiteboard Eraser 3M 2pk SKU 583105 (Carol 35)	36	\$3.26	General Supplies	Original	\$117.36
	Gel Pens 48pk SKU 938399 (Kramer)	3	\$32.74	General Supplies	Original	\$98.22
	Pen G2 Fine 8pk SKU 824832 (Carol 35)	35	\$7.85	General Supplies	Original	\$274.75
	Ticonderoga #2 Pencils 72ct SKU 145394	1	\$20.71	General Supplies	Original	\$20.71
	Quickfit ViewBinder 1inch SKU 1148579 (Lagor 180, Bewley 50)	230	\$2.35	General Supplies	Original	\$540.50
	Paperclips SKU 084475 Pack 100 (PA-Joselyn)	6	\$2.17	General Supplies	Original	\$13.02
	Binder 3 Ring Set SKU 1082019 (Alessi)	30	\$17.62	General Supplies	Original	\$528.60
	Expo Dry Erase Red SKU 589824 (Carol 100)	100	\$9.52	General Supplies	Original	\$952.00
	Folder 2 pocket P SKU 6261574 (Laster)	30	\$1.06	General Supplies	Original	\$31.80
	2in Binder Bulk SKU 2723722 SKU 2723722 (Bisogno)	5	\$29.56	General Supplies	Original	\$147.80
	HD Pencil Sharpener SKU 582170 (Carol 20, Horvath 5)	30	\$11.25	General Supplies	Original	\$337.50
	Cloth Dry Erase SKU 1406922 (Carol 70)	70	\$11.41	General Supplies	Original	\$798.70
	Dividers 5PK SKU 354572 (Lagor)	180	\$1.35	General Supplies	Original	\$243.00
	Highlighters Yellow/Pink 24 SKU 1272640 (Carol-70, Horvath 20, Bisogno 10)	125	\$13.72	General Supplies	Original	\$1,715.00

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="457 154 1182 230">Item</th> <th data-bbox="1182 154 1329 230">Quantity</th> <th data-bbox="1329 154 1507 230">Rate</th> <th data-bbox="1507 154 1759 230">Supply Type</th> <th data-bbox="1759 154 1890 230">Type</th> <th data-bbox="1890 154 2022 230">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Binder SKU 6080834 (Melody)	4	\$2.65	General Supplies	Original	\$10.60						
	Post-It 3x3 100pad 12/pack SKU 01-7743 (Carol 35)	35	\$3.33	General Supplies	Original	\$116.55						
	Card Stock White 100 SKU 248962 (Bisogno)	5	\$12.34	General Supplies	Original	\$61.70						
	Composition Set of 4 SKU 1538482 (Laster)	35	\$8.11	General Supplies	Original	\$283.85						
	Paper Filler College Ruled 200 sheets SKU 1076707 (Lagor)	50	\$6.59	General Supplies	Original	\$329.50						
Educational consultants	<table border="1"> <thead> <tr> <th data-bbox="457 657 1459 747">Item</th> <th data-bbox="1459 657 1606 747">Quantity</th> <th data-bbox="1606 657 1774 747">Rate</th> <th data-bbox="1774 657 1900 747">Type</th> <th data-bbox="1900 657 2022 747">Total</th> </tr> </thead> </table>			Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total								
	Latinos in Action for Dual language students grades 9-12 for about 120 students			1	\$2,000.00	Original	\$2,000.00					
Classroom Teacher	AICE English Teacher expanding opportunities for students to access advanced coursework. AICE Media Studies will be offered as an elective for Grades 9-12.											
Classroom Teacher	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 teachers provide more effective targeted instruction.											
ITSA	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.											
Classroom Teacher	Science teacher to allow for smaller class size to enhance learning opportunities and differentiated instruction.											

<b>Acct Description</b>	<b>Description</b>							
Classroom Teacher	Social Science teacher to lower student teacher ratio for differentiated instruction.							
Out-of-system Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>
	Subs for Title I positions	10	\$19.00	7	7	1	Original	\$9,310.00

## Action Step: Parent Engagement

Robust parent engagement will include ongoing communication (newsletters, parent trainings, and informational meetings) with parents to build parents skills set and keep parents informed of graduation requirements, course selection, and college/career opportunities.

**Budget Total: \$117,429.54**

<b>Acct Description</b>	<b>Description</b>								
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Over time/extra time for pre approved parent events for SSF	2	\$23.00	6	6	1	Non-Certified	Original	\$1,644.00
	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	8	\$25.00	1	6	6	Certified	Original	\$7,200.00



Acct Description	Description																																																																																			
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50 participants per training</td> <td data-bbox="1274 708 1423 820">300</td> <td data-bbox="1423 708 1560 820">\$3.00</td> <td data-bbox="1560 708 1797 820">Program Supplies</td> <td data-bbox="1797 708 1925 820">Original</td> <td data-bbox="1925 708 2026 820">\$900.00</td> </tr> <tr> <td data-bbox="415 820 1274 894">Lexmark Magenta SKU 35795616 (Burke)</td> <td data-bbox="1274 820 1423 894">1</td> <td data-bbox="1423 820 1560 894">\$70.00</td> <td data-bbox="1560 820 1797 894">Technology</td> <td data-bbox="1797 820 1925 894">Original</td> <td data-bbox="1925 820 2026 894">\$70.00</td> </tr> <tr> <td data-bbox="415 894 1274 969">Lexmark C3426 Toner Cartridge - Black</td> <td data-bbox="1274 894 1423 969">4</td> <td data-bbox="1423 894 1560 969">\$69.99</td> <td data-bbox="1560 894 1797 969">Technology</td> <td data-bbox="1797 894 1925 969">Original</td> <td data-bbox="1925 894 2026 969">\$279.96</td> </tr> <tr> <td data-bbox="415 969 1274 1044">Lexmark CS410dn Magenta</td> <td data-bbox="1274 969 1423 1044">1</td> <td data-bbox="1423 969 1560 1044">\$70.99</td> <td data-bbox="1560 969 1797 1044">Technology</td> <td data-bbox="1797 969 1925 1044">Original</td> <td data-bbox="1925 969 2026 1044">\$70.99</td> </tr> <tr> <td data-bbox="415 1044 1274 1118">Lexmark CS410dn Yellow</td> <td data-bbox="1274 1044 1423 1118">1</td> <td data-bbox="1423 1044 1560 1118">\$70.99</td> <td data-bbox="1560 1044 1797 1118">Technology</td> <td data-bbox="1797 1044 1925 1118">Original</td> <td data-bbox="1925 1044 2026 1118">\$70.99</td> </tr> <tr> <td data-bbox="415 1118 1274 1230">Address Labels Pack of 750 SKU 1370150</td> <td data-bbox="1274 1118 1423 1230">12</td> <td data-bbox="1423 1118 1560 1230">\$14.05</td> <td data-bbox="1560 1118 1797 1230">General Supplies</td> <td data-bbox="1797 1118 1925 1230">Original</td> <td data-bbox="1925 1118 2026 1230">\$168.60</td> </tr> <tr> <td data-bbox="415 1230 1274 1343">Astrobright Paper Green - Case</td> <td data-bbox="1274 1230 1423 1343">2</td> <td data-bbox="1423 1230 1560 1343">\$108.70</td> <td data-bbox="1560 1230 1797 1343">General Supplies</td> <td data-bbox="1797 1230 1925 1343">Original</td> <td data-bbox="1925 1230 2026 1343">\$217.40</td> </tr> <tr> <td data-bbox="415 1343 1274 1417">Lexmark C3426 Toner Cartridge - Yellow</td> <td data-bbox="1274 1343 1423 1417">2</td> <td data-bbox="1423 1343 1560 1417">\$79.99</td> <td data-bbox="1560 1343 1797 1417">Technology</td> <td data-bbox="1797 1343 1925 1417">Original</td> <td data-bbox="1925 1343 2026 1417">\$159.98</td> </tr> <tr> <td data-bbox="415 1417 1274 1492">Lexmark Black SKU 35795771 (Burke)</td> <td data-bbox="1274 1417 1423 1492">1</td> <td data-bbox="1423 1417 1560 1492">\$85.00</td> <td data-bbox="1560 1417 1797 1492">Technology</td> <td data-bbox="1797 1417 1925 1492">Original</td> <td data-bbox="1925 1417 2026 1492">\$85.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Lexmark C3426 Toner Cartridge - Magenta	1	\$79.99	Technology	Original	\$79.99	Lexmark MC 3326 Cyan	2	\$79.99	Technology	Original	\$159.98	Lexmark MC 3326 Magenta	2	\$79.99	Technology	Original	\$159.98	Food for Parent Trainings intended to enrich parent skills - 50 participants per training	300	\$3.00	Program Supplies	Original	\$900.00	Lexmark Magenta SKU 35795616 (Burke)	1	\$70.00	Technology	Original	\$70.00	Lexmark C3426 Toner Cartridge - Black	4	\$69.99	Technology	Original	\$279.96	Lexmark CS410dn Magenta	1	\$70.99	Technology	Original	\$70.99	Lexmark CS410dn Yellow	1	\$70.99	Technology	Original	\$70.99	Address Labels Pack of 750 SKU 1370150	12	\$14.05	General Supplies	Original	\$168.60	Astrobright Paper Green - Case	2	\$108.70	General Supplies	Original	\$217.40	Lexmark C3426 Toner Cartridge - Yellow	2	\$79.99	Technology	Original	\$159.98	Lexmark Black SKU 35795771 (Burke)	1	\$85.00	Technology	Original	\$85.00					
Item	Quantity	Rate	Supply Type	Type	Total																																																																															
Lexmark C3426 Toner Cartridge - Magenta	1	\$79.99	Technology	Original	\$79.99																																																																															
Lexmark MC 3326 Cyan	2	\$79.99	Technology	Original	\$159.98																																																																															
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Address Labels Pack of 750 SKU 1370150	12	\$14.05	General Supplies	Original	\$168.60																																																																															
Astrobright Paper Green - Case	2	\$108.70	General Supplies	Original	\$217.40																																																																															
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Lexmark Black SKU 35795771 (Burke)	1	\$85.00	Technology	Original	\$85.00																																																																															

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Lexmark Cyan SKU 35795608 (Burke)	1	\$70.00	Technology	Original	\$70.00
	Lexmark E360dn Blk Standard Toner	1	\$142.99	Technology	Original	\$142.99
	Lexmark Yellow SKU 14909354 (Burke)	2	\$45.00	Technology	Original	\$90.00
	Lexmark C3426 Toner Cartridge - Cyan	2	\$79.99	Technology	Original	\$159.98
	Astrobright Paper Orange - Case	3	\$108.70	General Supplies	Original	\$326.10
	Lexmark MC 3326 Yellow	1	\$79.99	Technology	Original	\$79.99
	Lexmark MC 3326 Black	2	\$79.99	Technology	Original	\$159.98
	Lexmark CS410dn Black	2	\$53.99	Technology	Original	\$107.98
	Astrobright Paper Yellow - Case	2	\$108.70	General Supplies	Original	\$217.40
	Lexmark Ms321 Blk Standard Toner	1	\$182.99	Technology	Original	\$182.99
	Lexmark CS410dn Cyan	1	\$70.99	Technology	Original	\$70.99
	Inkjet & Laser Paper 28lb (500 sheets) - 335992	10	\$24.99	General Supplies	Original	\$249.90
	Astrobright Paper Blue - Case	2	\$108.70	General Supplies	Original	\$217.40
	Lexmark Ms521 Blk Standard Toner	1	\$165.99	Technology	Original	\$165.99
	Lexmark MS415dn 501 Blk Standard Toner	2	\$76.99	Technology	Original	\$153.98

<b>Acct Postage Description</b>	<b>Description</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Postage for newsletter - 3600 at bulk mailing rate of .16 Parent Engagement training information will be mailed in beginning of each quarter	12800	\$0.16	Original	\$2,048.00
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.				
Social Service Facilitator	To provide support and services to our students and families as needed.				

## 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: \$33,066.00**

<b>Acct Description</b>	<b>Description</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>										
Travel out-of-county	<table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Quantity</b></th> <th><b>Rate</b></th> <th><b>Type</b></th> <th><b>Total</b></th> </tr> </thead> <tbody> <tr> <td>Cambridge International AS/A Level Media Studies (9607)   2021-23 and 2024-26   Introductory   Broward, Florida, USA (August TBD) to increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for increased accelerated course enrollment by offering more AICE courses on</td> <td>1</td> <td>\$1,311.00</td> <td>Original</td> <td>\$1,311.00</td> </tr> </tbody> </table>	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	Cambridge International AS/A Level Media Studies (9607)   2021-23 and 2024-26   Introductory   Broward, Florida, USA (August TBD) to increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for increased accelerated course enrollment by offering more AICE courses on	1	\$1,311.00	Original	\$1,311.00				
<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>											
Cambridge International AS/A Level Media Studies (9607)   2021-23 and 2024-26   Introductory   Broward, Florida, USA (August TBD) to increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for increased accelerated course enrollment by offering more AICE courses on	1	\$1,311.00	Original	\$1,311.00											

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	the masterboard (Registration \$695, Transportation \$180, Lodging \$400, Per Diem \$36).				
	Cambridge International AS/A Level English Literature (8695)   2021-2023 Syllabus   Introductory   Hillsborough, Florida, USA (August TBD) to increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for increased accelerated course enrollment by offering more AICE courses on the masterboard (Registration \$695, Transportation \$180, Lodging \$400, Per Diem \$36).	1	\$1,311.00	Original	\$1,311.00
	Cambridge International AS/A Level Travel and Tourism (9395)   2023 Syllabus   Introductory   Broward, Florida, USA (August TBD) to increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for increased accelerated course enrollment by offering more AICE courses on the masterboard(Registration \$695, Transportation \$180, Lodging \$400, Per Diem \$36). .	1	\$1,311.00	Original	\$1,311.00
	Cambridge International AS/A Level Environmental (8291)   2023 Syllabus   Introductory   Broward, Florida, USA (August TBD) to increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for increased accelerated course enrollment by offering more AICE courses on the masterboard (Registration \$695, Transportation \$180, Lodging \$400, Per Diem \$36).	1	\$1,311.00	Original	\$1,311.00
	Cambridge International AS/A Level English Language (9093)   2021-2023 Syllabus   Introductory   Hillsborough, Florida, USA (August TBD) To increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for increased accelerated course enrollment by offering more AICE courses on	2	\$1,311.00	Original	\$2,622.00

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>					
	the masterboard (Registration \$695, Transportation \$180, Lodging \$400, Per Diem \$36).									
	Cambridge International AS/A Level Global Perspectives and Research (9239)   2023-2025 Syllabus   Introductory   Broward, Florida, USA (August TBD) to increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for increased accelerated course enrollment by offering more AICE courses on the masterboard(Registration \$695, Transportation \$180, Lodging \$400, Per Diem \$36)..	1	\$1,311.00	Original	\$1,311.00					
	Cambridge International AS/A Level General Paper (8021)   2023-2025 Syllabus   Introductory   Broward, Florida, USA (August TBD) to increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for increased accelerated course enrollment by offering more AICE courses on the masterboard (Registration \$695, Transportation \$180, Lodging \$400, Per Diem \$36)..	1	\$1,311.00	Original	\$1,311.00					
	AVID Conference in Orlando June 2024;To increase new and existing teacher capacity in order to provide continued support for students to participate in accelerated course and increase opportunities for increased accelerated course enrollment by offering more AICE courses on the masterboard. (Registration \$800, Transportation \$200, Lodging \$1,000, Per Diem \$36)	6	\$2,036.00	Original	\$12,216.00					
Teacher Collaboration	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Algebra teachers;Collegial Planning to build consistent, rigorous instructional practices and increase teacher capacity in	5	\$25.00	3	4	1	Certified	Original	\$1,500.00	

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	standards afterschool and during the summer								
	Social Science; Collegial Planning to build consistent, rigourous instructional practices and increase teacher capacity in standards afterschool and during the summer.	5	\$25.00	3	4	1	Certified	Original	\$1,500.00
	Reading teachers; Collegial Planning to build consistent, rigourous instructional practices and increase teacher capacity in standards afterschool and during the summer.	5	\$25.00	3	4	1	Certified	Original	\$1,500.00
	ELA teachers; Collegial Planning to build consistent, rigourous instructional practices and increase teacher capacity in standards afterschool and during the summer.	6	\$25.00	3	4	1	Certified	Original	\$1,800.00
	Science teachers; Collegial Planning to build consistent, rigourous instructional practices and increase teacher capacity in standards afterschool and during the summer.	5	\$25.00	3	4	1	Certified	Original	\$1,500.00

## 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 parents and families with the skills and opportunities to assist their children in meeting graduation requirements and post-secondary success by strengthening school and family partnerships through communication, resource support, and training.

## **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
Moody Fuller	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 17, 2023 at 5 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: 8/15/23, 9/19/23, 10/17/23, 11/14/23, 12/19/23, 1/16/24, 2/20/24, 3/19/24, 4/16/24. The CNA meeting for staff was held on various dates through department and PLC meetings 1/10/22 - 3/05/22 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
Moody Fuller	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 17, 2023 at 5 PM, 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 website, letters home (backpack), marquee, parentlink, 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

November

- Responsible Person(s)

Jenalee Hess

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

N/A

- Number of Participants

–

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

N/A

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- 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 via Google voice and email.

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

The expected impact of this training is that parents and teachers are able to communicate with each other more smoothly in order to 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)**

Ernest Anderson

#### 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

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- 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, 2023

- **Responsible Person(s)**

Maria Vazquez

- **Resources and Materials**

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

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$75.00

## 2. Reflection/Evaluation of Training #1

- Name of Training

N/A

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD



- What went well with the training?

TBD

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

TBD

### 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, 2023

- Responsible Person(s)

Maria Vazquez

- Resources and Materials

TBD

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$75.00

#### 4. Reflection/Evaluation of Training #2

- Name of Training

N/A

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

### 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, 2024

- Responsible Person(s)

Michelina Walker

- Resources and Materials

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

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$75.00

## 6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

## 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, 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 FY24 Title 1 Google Drive for John I. Leonard HS. Evidence will include SAC meeting documents, Newsletters sent via US Mail, 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 FY24 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 FY24 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 FY24 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 FY23 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 heath 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 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. 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 summer, we reviewed our implementation of this initiative and created a plan better aligned to provide professional development support to our teachers, support staff and students for the FY 24 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.