

The School District of Palm Beach County

# John I. Leonard High School



2016-17 Schoolwide Improvement Plan

# John I. Leonard High School

4701 10TH AVE N, Greenacres, FL 33463

<https://jilh.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School PK, 9-12	Yes	80%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

## School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	14
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>85</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>92</b>
Professional Development Opportunities	92
Technical Assistance Items	94
<b>Appendix 3: Budget to Support Goals</b>	<b>94</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for John I. Leonard High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Our mission is to provide students with a safe, positive learning environment in which each student is encouraged to achieve to his or her highest level of educational excellence to acquire the skills necessary to make a positive impact on society.

##### b. Provide the school's vision statement.

In order to achieve our mission, the staff, students, and community members of John I. Leonard High School will increase academic achievement in reading, writing, and mathematics with a challenging curriculum for all. The school's community will provide a nurturing learning environment that promotes high expectations, citizenship and performance of students and staff.

Beliefs: We believe all children can learn and achieve. We believe in setting high expectations for all students, regardless of race and ethnic background. We believe in a rigorous and relevant curriculum for all students. We believe in establishing positive relationships with all students. We believe in creating a safe and nurturing environment for all students by employing fair and consistent discipline procedures.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our school follows the general guidelines formulated by the district and strives for a Single School Culture which is in response to state policies. We interview all new students in order to understand their cultural background, academic history and specific home language or languages in order to place them in the most complementary learning environment. The gathered information is recorded in a programmatic assessment approved by the district and implemented in all schools. This information is shared with the staff and all stakeholders.

Most importantly, parents are informed of the services that we will offer our students which include the delivery of comprehensible instruction with the objective of acquiring English. We also offer transitional classes in Spanish with the objective of up-keeping the the home language, rendering respect to this cultural love of one's own language.

Parents are made aware of all services available that relate to their children's needs and are invited twice a year to meet with the ESOL Department for additional community building during which our staff, including Community Language Facilitators and Multicultural Guidance Counselors, participate to inform parents of our services. Our school provides continuous support to our classroom teachers and provides announcements both written and verbal in the predominant home languages in our school. In addition we celebrate the cultural heritage that are predominant in our school pulling out the talents that all students bring with them in to two all out celebrations of art, song and dance.

Our school will also infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans.

**b. Describe how the school creates an environment where students feel safe and respected before, during and after school.**

All students are encouraged to be kind to one another during our Principal's daily announcements, which is the basis of our Single School Culture on campus. Along with our LANCER WAY, which offers a mantra for which our students should conduct themselves; Be respectful, Be responsible, Be safe and Be your best. Our staff models positive behavior and students know what is expected of them before, during and after school.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

John I. Leonard has set the expectations of all students very high and has provided every student with a student handbook that has clear guidelines for behavior. All students were required to fill out a scavenger hunt on the first day of school in which all expectations were reviewed. They had to complete this assignment and keep this with them in their English notebook. The administrative staff also went through every English class relaying our expectations for this school year to emphasize our Single School Culture. Staff members were also given a faculty handbook at the beginning of the year that outlines our expectations for this school year.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

According to our Single School Culture, all students are encouraged to self-report their needs to staff to ensure that they are referred to the appropriate resources to assist them. Students are encouraged to report issues involving others in an effort to provide for the benefit and safety of the school population. Guidance counselors, nurses, school police, graduation coaches and our school social workers are at the ready to receive students who need immediate intervention as well as ongoing guidance. Our school based team, (SBT) meets regularly to intervene on behalf of any student needing services through committee decision.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Our overall suspension rate is 2.3% which has decreased 58% from last year. This year we have paired up each administrator with a guidance counselor with the goal of services the students more efficiently. We also have a person dedicated to running 5th hour absences as well as an administrator who will track student/teacher attendance throughout the year. Administration will conduct classroom discussions through English classes to reinforce school expectations. As a school, we will monitor our students' tardies, grade point average, and suspension rate to ensure that our students are on track to graduate. Finally, we will offer incentives to our students throughout the year to motivate them to continue to succeed.

If a student fails a mathematics or ELA course they are able to take it again. They also have the option to take it on-line. Our guidance department monitors these students and makes sure that they stay on track to graduate. If they are not on track they are considered at risk and are assigned a mentor that will call them down periodically and see if there are interventions in place

If a student can not pass a state required test for graduation in ELA and mathematics they are



remediated by our academic coaches and also signed up to take the PERT/ACT/SAT tests that will serve as a concordant to their failed test. These students are closely monitored as they move onto the next subject and are targeted for pull outs during the school day.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	80	75	79	69	303
One or more suspensions	0	0	0	0	0	0	0	0	0	100	77	42	37	256
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	293	324	301	146	1064
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	451	477	401	32	1361
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	248	271	233	65	817

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

- AVID, Reading Plus, Tutorials, Professional Learning Communities;
- Planned Discussions (SBT), Goal Setting for identified student;
- Notification procedures for parents (parentlink, quarterly newsletters, parent liaison), agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions in the classroom based on formative assessments, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: targeted solution focused counseling (individual and/or group), parent collaboration/ education.

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes



### **1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### **2. Description**

John I. Leonard High School will host numerous parent meetings and workshops throughout the year with the goal of having at least 35% of the parents in attendance at these various meetings. It is also the goal of the school to increase parent communication throughout the year by providing parents with weekly updates of events occurring at the school through Parent Link and quarterly newsletters.

## **2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

- 1.) On a monthly basis at SAC we solicit feedback from parents and community members.
- 2.) During Open House, curriculum night, parent trainings etc. ensure non-threatening methods of introducing parents to teachers and administrators.
- 3.) Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology.
- 4.) Communicate classroom and school news to parents through parentlink and newsletters.
- 5.) Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings.
- 6.) Create the formats for inviting parent participation in the cultural education process.
- 7.) Positive notes, letters, phone calls home.
- 8.) Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

## **C. Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

### **1. School Leadership Team**

#### **a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Tierney, Edward	Principal
Clark, Ricky	Assistant Principal
Hess, Jenalee	Assistant Principal
Rivera, Esther	Assistant Principal
Silverman, Valarie	Assistant Principal
Scholze, Lewis	Assistant Principal
Monroe, Willard	Dean
Jenkins, Wonda	Dean
Bidwell-Gomersall, Katie	Teacher, ESE
Balicki, Lyn	School Counselor
Chandler, Phyllis	Instructional Coach
Dixon, Robin	Instructional Coach
Faulhaber, Carol	Instructional Coach

## b. Duties

### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

The school based Leadership Team is comprised of the following members: principal, assistant principals, and Deans. The principal provides a common vision for the use of data-based decision-making to ensure:

1. a sound, effective academic program is in place
2. a process to address and monitor subsequent needs is created
5. fidelity of implementation is documented by assistant principals
6. adequate professional development to support implementation is provided to all staff
7. effective communication with parents/students/staff regarding school-based decisions and activities occurs.

The Assistant principal's will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development and monitoring of personal growth plans, implement Tier 3 interventions, and offer professional development and technical assistance. The Dean's will help create a safe school environment to ensure that academic growth is top priority on campus.

The school based Rtl Team is comprised of the following members: Edward Tierney-principal, Valarie Silverman-assistant principal, Katie Bidwell-Gomersall-ESE contact, Jesus Santiago-ELL contact, school psychologist, classroom teacher, Phyllis Chandler/Robin Dixon-reading/Carol Faulhaber-math coaches,Rtl/Inclusion Facilitator(s), and Lyn Balicki-guidance staff. The principal provides a common vision for the use of data-based decision-making to ensure:

1. a sound, effective academic program is in place
2. a process to address and monitor subsequent needs is created
3. the School Based Team (SBT) is implementing Rtl processes
4. assessment of Rtl skills of school staff is conducted
5. fidelity of implementation of intervention support is documented
6. adequate professional development to support Rtl implementation is provided
7. effective communication with parents regarding school-based Rtl plans and activities occurs.

The Rtl/Inclusion Facilitator(s) will assist in the design and implementation of progress monitoring,

collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The school-based RtI Leadership Team will meet monthly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based RtI Leadership Team.

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Title I Part A services are provided to ensure students requiring additional remediation are assisted throughout before, during and afterschool programs. Professional development via coaches, parent involvement opportunities, instructional supplies and supplemental resources. Title I funds are used to fund a science, and reading teacher, two reading and math coaches/resource teachers. Funds are also used to provide stipends and substitutes for teachers to attend professional development workshops. Additional district funds purchased site licenses for Reading Plus to remediate and enhance reading lessons, area support teams, curriculum support, AVID support and MTSS. Some of the funds budgeted were also used to purchase full time supplemental ITSA to help support the technology needs of the school.

Title II: District receives supplemental funds for improving basic education programs through the purchase of small equipment(s) to supplement education programs. New technology in classrooms

will increase the instructional strategies provided to students and new instructional software will enhance literacy, math, and science skills of struggling students.

Title III: Services and resources are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. ELL students are also provided with extensive ACT preparatory session after school throughout the school. District support also includes: area support teams, curriculum support, SIP support, PAR teacher support, Marzano support, ALA, Alternative Certification programs, MTSS PD and AVID support.

Title X-Homeless: District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violent Prevention Program: Our School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring SwPBS. We update our Action plans during SwPBS Committee meetings. We instill an appreciation of multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS program. The school also offers a non-violence/bullying phone number to report violence at school.

Career and Technical Education programs are offered in respiratory care/medical, child care, culinary arts, engineering technology, construction, fashion design, and television production.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jim McKendry	Parent
Edward Tierney	Principal
Christian Garate	Teacher
Marie Cadet	Parent
Susana Segura	Business/Community
Anna Alicea	Education Support Employee
Juan Fialles	Parent
Janin Macias	Parent
Rebecca Charles	Student
Silkia Aviles	Teacher
Mildrey Prado Boza	Parent
Allmarie Coote	Student
Maribel Mercedes	Student
Jennifer Paterson	Parent

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*a. Evaluation of last year's school improvement plan*

At the last SAC meeting of the year all goals were reviewed and all data was shared with SAC members. New goals for this year were discussed based on the results from last year.

*b. Development of this school improvement plan*

SAC members will work closely with the Instructional Leaders at the school to link school improvement objectives and strategies to professional development in the school. SAC will be asked for their input/suggestions at the August 26th meeting. All suggestions will be discussed with John I. Leonard administration and changes will then be made. Another discussion will occur at the September 16th meeting and any other necessary changes will occur before the approval vote of the SIP that evening. Reassessment will occur at the last SAC meeting of the year and future goals will be discussed.

*c. Preparation of the school's annual budget and plan*

The leadership team will meet weekly and go over the Title I budget and allocate monies where it is needed. Plans for this year include, but are not limited to: two new computer carts for English and math support, Language acquisition instructor, parent liaison, academic tutoring after school, teachers, academic coaches and supplies as needed school wide.

We also hold an annual Title I meeting in which we have parents, teachers, and community members add their input as it pertains to the budget.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

Activities for last school year included: Rapid Tracker renewal and scanner 1445.00, FI Trans. History books 3420.45, Writing Center 4162.02, Miami Book Fair 535.00, Microscope maintenance 1600.00, Tuxedos for Band 6250.00, Vision 950.00

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

The school is working towards compliance with the correct SAC percentages that were given by the state at this time. We will be voting for our SAC members at the second meeting in October, which is after the the SIP due date to the regional office.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Rivera, Esther	Assistant Principal
Chandler, Phyllis	Instructional Coach
Dixon, Robin	Instructional Coach
Faulhaber, Carol	Instructional Coach
Collins, Edward	

## **b. Duties**

### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

1. The LLT members will facilitate various professional development and small learning communities to train teachers on various strategies to ensure that students are required to read source documents critically prior to participating in a discussion, project, examination, etc.
2. The LLT members will implement research-based literacy strategies that support infusion of Common Core Standards in preparation for Content-based writing across the curriculum.
3. The LLT will advocate and foster school-wide reading through the implementation of classroom libraries including content area materials.
4. The LLT will support the implementation of Professional Learning Communities.

## **D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

John I. Leonard has instituted and believes in professional learning communities for all the core subjects and will require common planning to occur on a weekly basis. The master schedule was created to ensure that Algebra 1, Geometry, Algebra 2, Biology, U.S. History, English I, II, III, IV , AICE and Reading teachers have a common planning period. John I. Will also have common planing times for all subjects during LTM/PD days.

### **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Administration will recruit at the district and local university job fairs, as well as use referrals from reputable colleagues and district personnel. In order to retain highly effective personnel. Regular meetings will be held with peer and supervising personnel for new teachers, common planning will be in place for common grade/subject teachers to collaborate, staff development opportunities will be held on PD days, single school culture will be emphasized through PBS, and partnering will occur for teacher support. The administration is responsible for conducting regular meetings with new teachers as well as partnering new teachers with veteran staff, providing curriculum support, and providing continuous staff development/Learning Team Meetings to all staff members in order to retain and recruit highly qualified and effective teachers to the school.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

The peer mentor will provide coaching, demonstration of lessons, observations and feedback and will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Teacher will be encouraged to attend Tips training as well. The peer mentor is responsible for observing the new educator (ESP program if applicable) and supporting them in all areas of teaching. The peer mentor was chosen by subject compatibility, location and clinical education certification.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**



## a. Instructional Programs

### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

The school will follow Blender, as suggested by the district, which is aligned to Florida's Standards. The school administration will also monitor the implementation of this in everyday classrooms. Lesson plans will be checked quarterly to ensure documentation of these standards. Academic coaches will create and provide resources that will enhance the connection between the content taught and the standards they are aligned to. Professional Learning Communities will be set up to collaborate and track student success in the classroom on a weekly basis.

## b. Instructional Strategies

### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

The school will be providing extensive professional development to all teachers. Throughout the school year, mini assessments will be embedded into the curriculum and analyzed in common planning times for fidelity and student achievement. Struggling students will be provided with remediation, while proficient students will be afforded activities to reinforce their learning, and highly proficient students will be given enrichment activities based on the mini assessment results. FSA Diagnostics will also be used to create targeted action plans for departments.

### **2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 7,680

Students will be identified based on a set criteria to attend extended learning opportunities based on credit deficiencies and a demonstrated lack of progress on current FSA classes. Students will receive support in preparation for the Algebra I retakes as well. This will happen during the school day every 5th period.

#### **Strategy Rationale**

To provide struggling students an opportunity for extra support when needed in order to close the achievement gap.

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

#### **Person(s) responsible for monitoring implementation of the strategy**

Faulhaber, Carol, [carol.faulhaber@palmbeachschools.org](mailto:carol.faulhaber@palmbeachschools.org)

#### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

EDW, diagnostics, FSA and Grade-quick reports will be used to monitor the progress of the students.



**Strategy:** Extended School Day

**Minutes added to school year:** 2,400

After school Common Planning for core teachers in order to infuse more rigor into everyday teaching.

**Strategy Rationale**

To enhance student ownership of material, and proficiency with rigorous tasks in preparation for FSA.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Rivera, Esther, esther.rivera@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

mini assessment, diagnostic and FSA test scores as well as student work, lesson plans and activities created.

**Strategy:** Extended School Day

**Minutes added to school year:** 3,600

Students will be identified based on a set criteria to attend extended learning opportunities based on credit deficiencies and a demonstrated lack of progress on current classes. Students who scored level 1 or level 2 on the ELA FSA will receive additional support with reading classes in preparation of the upcoming ELA FSA test.

**Strategy Rationale**

To provide struggling students an opportunity for extra support when needed.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Chandler, Phyllis, phyllis.chandler@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students will be coded on terms to reflect the services being given. EDW, Google Docs and Grade-quick reports will be pulled to monitor the progress of the students.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,920

Students will be identified based on a set criteria to attend extended learning opportunities based on credit deficiencies and a demonstrated lack of progress on current classes. Student who have not demonstrated mastery on the math or reading portion of the ACT will receive support in preparation for the school day administration of the ACT.

**Strategy Rationale**

To provide struggling students an opportunity for extra support when needed.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Dixon, Robin, robin.dixon@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students will be coded on terms to reflect the services being given. EDW and Grade-quick reports will be pulled to monitor the progress of the students.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,920

Students will be identified based on a set criteria to attend extended learning opportunities based on credit deficiencies and a demonstrated lack of progress on current FSA classes. Students will receive support in preparation for the Algebra I retakes and PERT. The school will offer an after school math lab that is supervised by a certified math teacher two days a week for two hours each day to support students.

**Strategy Rationale**

To provide struggling students an opportunity for extra support when needed.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Faulhaber, Carol, carol.faulhaber@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students will be coded on terms to reflect the services being given. EDW and Grade-quick reports will be pulled to monitor the progress of the students.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

All first year ELL students will be in a language acquisition class to assist in their transition to John I. Leonard. All incoming students will receive, through their English classes, an introduction to the school by an administrator and an extensive lesson on John I. culture and expectations. A newsletter was also sent home to invite incoming freshman to orientation that was scheduled in early August. Open House will also be held to assist in the transition into John I. Leonard early September.

Exiting students are counseled by the guidance department on post-high school options. All efforts are made so that students are on track for post-high school transition through the academies and college readiness programs. PERT/ACT/SAT testing is also given to all students their 11th and 12th grade years.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

John I. Leonard Community High School is one of three high schools selected by the Department of Education in 1988 as a Model Technology School. The Computer Technology Academy, which began in 1995, is a program designed to give students an edge in the competitive job-market and to better prepare them for entry into the universities of their choice. The Academy of Finance gives students an opportunity to learn and prepare for college careers in business and finance. In both academies, an emphasis is placed on a college curriculum that is directly linked to the world of work. The International Spanish Academy (ISA) is a highly developed dual language immersion course of study and has a formal relationship with the Ministry of Education and Culture in Madrid, Spain. The three academies attract many students who come from diverse communities such as Greenacres, West Palm Beach, Boynton Beach, Royal Palm Beach, and Lake Worth. The school also offers a Respiratory Care/Medical Academy. This program is in partnership with Palm Beach Community College and JFK Medical Center. The students enrolled in the academy will be fully dual enrolled by their senior year and will be licensed phlebotomists as well as being jump started toward a respiratory degree by graduation.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

John I. Leonard offers career educational opportunities in a variety of areas including child care, culinary arts, engineering technology, construction, fashion design, and television production. The school has a licensed day care center, a commercial kitchen, and a television studio.

We provide services to students in Career Academies, Advanced Placement classes, Honors classes, Exceptional Student Education, and English Language Learners.

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

John I. Leonard High School's percentage of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math courses, and completed a Dual Enrollment (DE) math course were all below the district averages. We will also encourage students to take AICE, AP, or DE classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans.

We also have a Graduation Coach on campus who will target and meet with students regularly. This will include sharing information and requirements to become eligible for Bright Futures. Additionally,

we offer after school tutoring and during school tutoring for students who fail to pass algebra I, ACT and SAT. With funding from the district, we are also able to administer the SAT during the school day.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

- School based team review and provide assistance to specific students as needed.
- After school college readiness workshops for students conducted by teachers.
- Counselors conduct classroom guidance and individual counseling sessions with students.
- Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Done in comprehensive needs assessment.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Done in comprehensive needs assessment. Please see meeting minutes.

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we improve effective and relevant instruction to meet the needs of all students, then the graduation rate will increase.
- G2.** If we foster a positive and supportive school climate, then we will build parent and community partnerships to support the academic and social/emotional development of all students.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** If we improve effective and relevant instruction to meet the needs of all students, then the graduation rate will increase. 1a

G083671

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	46.0
Bio I EOC Pass	70.0
U.S. History EOC Pass	70.0
FSA ELA Achievement	43.0
4-Year Grad Rate (Standard Diploma)	81.0
FSA Mathematics Achievement	45.0

**Targeted Barriers to Achieving the Goal** 3

- Building teacher capacity in the literacy FSA standards
- Lack of ELL support
- Building teacher capacity in the math FSA standards
- Lack of support for at risk seniors

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Additional Technology
- 2 0.5 Reading Coaches
- AVID Program
- 3 Reading teachers
- Language Acquisition Teacher
- Academic Tutor
- 0.5 Math Coach
- ITSA
- Social Studies Teacher
- 2 0.5 Reading Resource Teachers
- 0.5 Math Resource Teacher
- Substitute teachers for PD
- Latinos in Action curriculum
- Supplies for monitoring student success
- Supplies for PD to increase teacher capacity

**Plan to Monitor Progress Toward G1. 8**

Data collected and the progress of students will be discussed during the leadership meetings

**Person Responsible**

Edward Tierney

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Meeting minutes, SIP mid-year review, Benchmark assessment results, diagnostics, PBPA's results, and EOC/FSA results.

**G2.** If we foster a positive and supportive school climate, then we will build parent and community partnerships to support the academic and social/emotional development of all students. 1a

G083672

**Targets Supported 1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	81.0

**Targeted Barriers to Achieving the Goal 3**

- Transient population
- Student attendance rate
- Parent Involvement

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Teacher and student handbooks
- Positive Behavior Support
- Materials for Parent trainings
- Print materials and postage for communication with community members and families
- Teacher presenters

**Plan to Monitor Progress Toward G2. 8**

During end of the year leadership, SAC and staff meetings the administration will review data collected from parent/student/staff surveys.

**Person Responsible**

Edward Tierney

**Schedule**

On 6/5/2017

**Evidence of Completion**

Various survey results, graduation rate and meeting minutes



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we improve effective and relevant instruction to meet the needs of all students, then the graduation rate will increase. **1**

 G083671

**G1.B1** Building teacher capacity in the literacy FSA standards **2**

 B222093

**G1.B1.S1** PD provided every LTM and PD Day on strategies to support the FSA standards. **4**

 S234348

### Strategy Rationale

To build teacher confidence and capacity with the new standards

### Action Step 1 **5**

The leadership team will schedule trainings for every LTM and PD Day

#### Person Responsible

Esther Rivera

#### Schedule

Monthly, from 8/9/2016 to 2/2/2017

#### Evidence of Completion

PD agendas, sign-in sheets and teacher evidence

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Regular Reading classroom observations and data chats

**Person Responsible**

Ricky Clark

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

lesson plans, diagnostics, writing prompts, EDW reports and FSA/EOC results

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Regular English classroom observations and data chats

**Person Responsible**

Esther Rivera

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

lesson plans, diagnostics, writing prompts, EDW reports and FSA/EOC results

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Regular social studies classroom observations and data chats

**Person Responsible**

Valarie Silverman

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

lesson plans, diagnostics, writing prompts, EDW reports and FSA/EOC results

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Regular science classroom observations and data chats

**Person Responsible**

Lewis Scholze

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

lesson plans, diagnostics, writing prompts, EDW reports and FSA/EOC results

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Weekly PLC meetings will be held to compare results within each department and plan appropriately based on results.

**Person Responsible**

Esther Rivera

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

mini/unit common assessments, lesson plans, and PLC planning templates

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Weekly PLC meetings will be held to compare results within each department and plan appropriately based on results.

**Person Responsible**

Ricky Clark

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

mini/unit common assessments, lesson plans, and PLC planning templates

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Weekly PLC meetings will be held to compare results within each department and plan appropriately based on results.

**Person Responsible**

Valarie Silverman

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

mini/unit common assessments, lesson plans, and PLC planning templates

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Weekly PLC meetings will be held to compare results within each department and plan appropriately based on results.

**Person Responsible**

Lewis Scholze

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

mini/unit common assessments, lesson plans, and PLC planning templates

**G1.B1.S2** Reading Coach will support 9-11 ELA and all reading classes on a daily basis in order to help build teacher capacity/student proficiency with new standards **4**

 S234349

### **Strategy Rationale**

To close the achievement gap between minority groups

### **Action Step 1** **5**

Daily monitoring and implementation of new standards in 9-11 reading/English classrooms by reading coach.

#### **Person Responsible**

Phyllis Chandler

#### **Schedule**

Daily, from 8/15/2016 to 6/5/2017

#### **Evidence of Completion**

Coach schedules, coaching logs, PLC sign-ins, PLC agendas, Lesson plan notes, conference notes

### **Action Step 2** **5**

Daily pull-outs/push-ins of low 25% students by resource teacher in 9-11 English/reading classes.

#### **Person Responsible**

Phyllis Chandler

#### **Schedule**

Daily, from 1/9/2017 to 6/2/2017

#### **Evidence of Completion**

student rosters, pull-out schedule, push-in schedule

**Plan to Monitor Fidelity of Implementation of G1.B1.S2 6**

Observations and regular meetings with ELA 9-11 English teachers. Works with targeted students in small groups during the school day.

**Person Responsible**

Esther Rivera

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Mini assessment results/EDW reports/diagnostics/FSA/, PLC meeting minutes or agendas, Leadership meeting notes with review of coaches log/schedule/PD agenda.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2 6**

Observations and regular meetings with reading teachers. Works with targeted students in small groups during the school day.

**Person Responsible**

Ricky Clark

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Mini assessment results/EDW reports/diagnostics/FSA/, PLC meeting minutes or agendas, Leadership meeting notes with review of coaches log/schedule/PD agenda.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Observations and regular meetings with reading coach to discuss progress in ELA English 9-11 classes.

**Person Responsible**

Esther Rivera

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Mini assessment results/EDW reports/diagnostics/FSA/meeting minutes or agendas

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Observations and regular meetings with reading coach to discuss progress in Reading classes.

**Person Responsible**

Ricky Clark

**Schedule**


Weekly, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

Mini assessment results/EDW reports/diagnostics/reading plus/FSA/meeting minutes or agendas



**G1.B1.S3** Reading coach will support grade 12 ELA and all Social Studies classes on a daily basis in order to build teacher capacity/student proficiency with new standards **4**

 S234350

### **Strategy Rationale**

To close the achievement gap between minority groups

### **Action Step 1** **5**

Daily monitoring and implementation of new standards in 12th grade English and U.S. History classrooms by reading coach.

#### **Person Responsible**

Robin Dixon

#### **Schedule**

Daily, from 8/15/2016 to 12/16/2016

#### **Evidence of Completion**

Coach schedules, coaching logs, PLC sign-ins, PLC agendas, Lesson plan notes, conference notes

### **Action Step 2** **5**

Daily pull-outs for ACT tutoring by resource teacher.

#### **Person Responsible**

Robin Dixon

#### **Schedule**

Daily, from 1/9/2017 to 6/2/2017

#### **Evidence of Completion**

student rosters, pull-out schedule

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Observations and regular meetings with Social Studies teachers. Works with targeted students in small groups during the school day.

**Person Responsible**

Robin Dixon

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Mini assessment results/EDW reports/diagnostics/FSA/, PLC meeting minutes or agendas, Leadership meeting notes with review of coaches log/schedule/PD agenda.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Observations and regular meetings with ELA 12 teachers. Works with targeted students in small groups during the school day.

**Person Responsible**

Robin Dixon

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Mini assessment results/EDW reports/diagnostics/FSA/, PLC meeting minutes or agendas, Leadership meeting notes with review of coaches log/schedule/PD agenda.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Observations and regular meetings with reading coach to discuss Social Studies Classes.

**Person Responsible**

Valarie Silverman

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Mini assessment results/EDW reports/diagnostics/FSA/meeting minutes or agendas

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Observations and regular meetings with reading coach to discuss 12th grade ELA Classes.

**Person Responsible**

Esther Rivera

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Mini assessment results/EDW Reports/diagnostics/FSA/meeting minutes or agendas

**G1.B1.S4** Common planning time will be scheduled and monitored in order to give teachers a chance to create common assessments and rigorous activities for classroom instruction. 4

 S234351

**Strategy Rationale**

To build teacher collaboration and capacity with the new standards

**Action Step 1** 5

Common planning will be built into the master schedule for all tested areas.

**Person Responsible**

Lewis Scholze

**Schedule**

On 8/15/2016

**Evidence of Completion**

Copy of master schedule.

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Weekly PLC meetings will be held to collaborate among teased areas.

**Person Responsible**

Phyllis Chandler

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

PLC agendas, IObservation Discussion boards, sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

PD points will be rewarded to those who follow the PLC schedule.

**Person Responsible**

Esther Rivera

**Schedule**

On 6/2/2017

***Evidence of Completion***

Student sample work, sample common assessments,

**G1.B1.S5** Order materials that will support PD for teachers to build their capacity. 4

S234352

**Strategy Rationale**

To build teacher collaboration and capacity with the FSA standards

**Action Step 1** 5

Order PD materials.

**Person Responsible**

Esther Rivera

**Schedule**

On 6/5/2017

***Evidence of Completion***

Purchase orders

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Common planning and PD

**Person Responsible**

Phyllis Chandler

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

PD Binder with student data and materials

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Common planning and PD

**Person Responsible**

Robin Dixon

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

PD Binder with student data and materials

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

Assistant principal will meet with individual English teachers to review their student data as it is related to their PGP.

**Person Responsible**

Esther Rivera

**Schedule**

Quarterly, from 10/21/2016 to 6/5/2017

***Evidence of Completion***

PD binders

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

Assistant principal will meet with individual Reading teachers to review their student data as it is related to their PGP.

**Person Responsible**

Ricky Clark

**Schedule**

Quarterly, from 10/21/2016 to 6/5/2017

***Evidence of Completion***

PD binders

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

Assistant principal will meet with individual Social Studies teachers to review their student data as it is related to their PGP.

**Person Responsible**

Valarie Silverman

**Schedule**

Quarterly, from 10/21/2016 to 6/5/2017

***Evidence of Completion***

PD binders

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

Assistant principal will meet with individual Science teachers to review their student data as it is related to their PGP.

**Person Responsible**

Lewis Scholze

**Schedule**

Quarterly, from 10/21/2016 to 6/5/2017

***Evidence of Completion***

PD binders



**G1.B1.S6** Additional teacher allocations to support and provide resources for ELL, at risk and low 25% students. 4

S234353

### Strategy Rationale

In order to close the achievement gap.

### Action Step 1 5

Hire 3 additional highly qualified supplemental reading teachers to focus on low 25/non-proficient students as measured by the ELA FSA and one social studies teacher for ELL support.

#### Person Responsible

Edward Tierney

#### Schedule

On 6/5/2017

#### Evidence of Completion

class rosters, lesson plans, student work samples

### Action Step 2 5

Hire an academic tutor to mentor, tutor and track at risk seniors.

#### Person Responsible

Edward Tierney

#### Schedule

On 8/12/2016

#### Evidence of Completion

student rosters, call logs, schedule, meeting minutes, tracking sheets, classroom visit logs

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

ELA strategies through rotational model in reading classrooms and differentiated learning will be observed in a smaller classroom environment.

**Person Responsible**

Ricky Clark

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

Classroom observations through Marzano, class rosters and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6** 7

Learning gains as demonstrated through testing will be analyzed.

**Person Responsible**

Ricky Clark

**Schedule**

Quarterly, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

Diagnostics, mini assessments, FSA, CELLA, common assessment results

**G1.B1.S7** After school tutorials to support literacy classes. 4

S234354

**Strategy Rationale**

To close the achievement gap between minority groups

**Action Step 1** 5

Set up after school tutorial schedule.

**Person Responsible**

Esther Rivera

**Schedule**

Weekly, from 9/5/2016 to 6/5/2017

**Evidence of Completion**

Tutorial schedule and sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S7** 6

Teacher will conduct targeted ACT after school tutorials on Mondays and Wednesdays.

**Person Responsible**

Fawn Tenenbaum

**Schedule**

Biweekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S7** 6

Teacher will conduct targeted ACT after school tutorials on Tuesdays and Thursdays.

**Person Responsible**

Janae Dean

**Schedule**

Biweekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S7 6**

Teacher will conduct targeted ACT after school tutorials on Mondays and Wednesdays.

**Person Responsible**

Valarie Joseph

**Schedule**

Biweekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S7 6**

Teacher will conduct targeted E2020 after school tutorials.

**Person Responsible**

Tinisha Davis

**Schedule**

Daily, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S7 7**

Student data will be collected and reviewed.

**Person Responsible**

Esther Rivera

**Schedule**

Quarterly, from 10/21/2016 to 6/5/2017

**Evidence of Completion**

EDW, diagnostics, FSA

**G1.B1.S8 Curriculum Mapping** 4

S234355

**Strategy Rationale**

To close the achievement gap between minority groups

**Action Step 1** 5

Select teachers for English curriculum mapping during summer.

**Person Responsible**

Esther Rivera

**Schedule**

On 6/30/2017

**Evidence of Completion**

List of teachers, sign-in sheets, product samples

**Action Step 2** 5

Select teachers for science curriculum mapping during summer.

**Person Responsible**

Lewis Scholze

**Schedule**

On 6/30/2017

**Evidence of Completion**

List of teachers, sign-in sheets, product samples

**Action Step 3** 5

Select teachers for Social Studies curriculum mapping during summer.

**Person Responsible**

Valarie Silverman

**Schedule**

On 6/30/2017

**Evidence of Completion**

List of teachers, sign-in sheets, product samples

**Action Step 4** 5

Select teachers for reading curriculum mapping during summer.

**Person Responsible**

Ricky Clark

**Schedule**

On 6/30/2017

***Evidence of Completion***

List of teachers, sign-in sheets, product samples

**Plan to Monitor Fidelity of Implementation of G1.B1.S8** 6

Teachers meet for one week to create materials and map out strategies for improvement in student test scores.

**Person Responsible**

Esther Rivera

**Schedule**

On 6/30/2017

***Evidence of Completion***

Teacher sign-in sheets, product samples

**Plan to Monitor Fidelity of Implementation of G1.B1.S8** 6

Teachers meet for one week to create materials and map out strategies for improvement in student test scores.

**Person Responsible**

Lewis Scholze

**Schedule**

On 6/30/2017

***Evidence of Completion***

Teacher sign-in sheets, product samples

**Plan to Monitor Fidelity of Implementation of G1.B1.S8 6**

Teachers meet for one week to create materials and map out strategies for improvement in student test scores.

**Person Responsible**

Valarie Silverman

**Schedule**

On 6/30/2017

***Evidence of Completion***

Teacher sign-in sheets, product samples

**Plan to Monitor Fidelity of Implementation of G1.B1.S8 6**

Teachers meet for one week to create materials and map out strategies for improvement in student test scores.

**Person Responsible**

Ricky Clark

**Schedule**

On 6/30/2017

***Evidence of Completion***

Teacher sign-in sheets, product samples

**Plan to Monitor Effectiveness of Implementation of G1.B1.S8 7**

Materials and strategies are produced for English I-III.

**Person Responsible**

Esther Rivera

**Schedule**

On 6/30/2017

***Evidence of Completion***

Google Drive Shared items and hard copies turned into appropriate AP, lesson plans with materials incorporated, data analysis reflections

**Plan to Monitor Effectiveness of Implementation of G1.B1.S8 7**

Materials and strategies are produced for science.

**Person Responsible**

Lewis Scholze

**Schedule**

On 6/30/2017

***Evidence of Completion***

Google Drive Shared items and hard copies turned into appropriate AP, lesson plans with materials incorporated, data analysis reflections

**Plan to Monitor Effectiveness of Implementation of G1.B1.S8 7**

Materials and strategies are produced for Social Studies.

**Person Responsible**

Valarie Silverman

**Schedule**

On 6/30/2017

***Evidence of Completion***

Google Drive Shared items and hard copies turned into appropriate AP, lesson plans with materials incorporated, data analysis reflections

**Plan to Monitor Effectiveness of Implementation of G1.B1.S8 7**

Materials and strategies are produced for Reading.

**Person Responsible**

Ricky Clark

**Schedule**

On 6/30/2017

***Evidence of Completion***

Google Drive Shared items and hard copies turned into appropriate AP, lesson plans with materials incorporated, data analysis reflections



**G1.B1.S9** Learning walks within the departments. 4

S234356

**Strategy Rationale**

To build teacher collaboration and capacity with the new standards.

**Action Step 1** 5

Schedule targeted learning walks within the departments.

**Person Responsible**

Esther Rivera

**Schedule**

Quarterly, from 9/5/2016 to 6/5/2017

**Evidence of Completion**

Schedule of classroom learning walks, sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S9** 6

Discussion of what they saw and how the teachers can implement the strategies during PLCs and LTMs

**Person Responsible**

Esther Rivera

**Schedule**

Quarterly, from 9/5/2016 to 9/4/2017

**Evidence of Completion**

PLC/LTM agendas, sign-in sheets, PLC notes reflecting learning walk discussion

**Plan to Monitor Effectiveness of Implementation of G1.B1.S9** 7

More student centered classrooms will be seen in order to increase rigor and student achievement.

**Person Responsible**

Esther Rivera

**Schedule**

Weekly, from 9/5/2016 to 6/5/2017

**Evidence of Completion**

Classroom observations, lesson plans as well as diagnostics/FSA results.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S9** 7

More student centered classrooms will be seen in order to increase rigor and student achievement.

**Person Responsible**

Lewis Scholze

**Schedule**

Weekly, from 9/5/2016 to 6/5/2017

**Evidence of Completion**

Classroom observations, lesson plans as well as diagnostics/FSA results.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S9** 7

More student centered classrooms will be seen in order to increase rigor and student achievement.

**Person Responsible**

Valarie Silverman

**Schedule**

Weekly, from 9/5/2016 to 6/3/2017

**Evidence of Completion**

Classroom observations, lesson plans as well as diagnostics/FSA results.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S9** 7

More student centered classrooms will be seen in order to increase rigor and student achievement.

**Person Responsible**

Ricky Clark

**Schedule**

Weekly, from 9/5/2016 to 6/5/2017

**Evidence of Completion**

Classroom observations, lesson plans as well as diagnostics/FSA results.

**G1.B1.S10** Subs for teacher TDE's for PD. 4

 S234357

**Strategy Rationale**

To build teacher capacity in the FSA standards in order to close the achievement gap between minority groups.

**Action Step 1** 5

Teachers choose and are selected for PD throughout the year to attend in order to bring back information and trainings on the latest strategies to boost student achievement.

**Person Responsible**

Esther Rivera

**Schedule**

Monthly, from 9/5/2016 to 6/30/2017

**Evidence of Completion**

Training attendance roster, agendas

**Plan to Monitor Fidelity of Implementation of G1.B1.S10 6**

Teachers will be given the chance to share the information obtained at the PD with their departments.

**Person Responsible**

Esther Rivera

**Schedule**

Monthly, from 9/5/2016 to 6/30/2017

***Evidence of Completion***

LTM/Dept. meeting agendas, sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S10 7**

Classroom observations will be conducted by their AP to ensure implementation of the training provided by the teacher.

**Person Responsible**

Esther Rivera

**Schedule**

Monthly, from 9/5/2016 to 6/30/2017

***Evidence of Completion***

Classroom observations in iObservation and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S10 7**

Classroom observations will be conducted by their AP to ensure implementation of the training provided by the teacher.

**Person Responsible**

Lewis Scholze

**Schedule**

Monthly, from 9/5/2016 to 6/30/2017

***Evidence of Completion***

Classroom observations in iObservation and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S10 7**

Classroom observations will be conducted by their AP to ensure implementation of the training provided by the teacher.

**Person Responsible**

Valarie Silverman

**Schedule**

Monthly, from 9/5/2016 to 6/30/2017

***Evidence of Completion***

Classroom observations in iObservation and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S10 7**

Classroom observations will be conducted by their AP to ensure implementation of the training provided by the teacher.

**Person Responsible**

Ricky Clark

**Schedule**

Monthly, from 9/5/2016 to 6/30/2017

***Evidence of Completion***

Classroom observations in iObservation and lesson plans

**G1.B1.S11** Provide substitute teachers for level 1 and level 2 Biology student pullouts. 4

S234358

**Strategy Rationale**

To close the achievement gap between minority groups

**Action Step 1** 5

Select teacher(s) who will be conducting the Biology pull-outs.

**Person Responsible**

Lewis Scholze

**Schedule**

Biweekly, from 1/9/2017 to 5/19/2017

**Evidence of Completion**

Sign-in sheets, student rosters and lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S11** 6

Students will be tracked by the biology teacher and learning goals will be set.

**Person Responsible**

Lewis Scholze

**Schedule**

Biweekly, from 1/9/2017 to 5/19/2017

**Evidence of Completion**

Sample Biology pull-out materials, lesson plans and student rosters.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S11** 7

Biology EOC scores will be analyzed to see if student growth was obtained.

**Person Responsible**

Lewis Scholze

**Schedule**

On 6/30/2017

**Evidence of Completion**

Biology EOC scores

**G1.B1.S12** Order materials to support all students. 4

 S234359

**Strategy Rationale**

To close the achievement gap between minority groups

**Action Step 1** 5

Order classroom materials to help support initiatives that are in place to increase students' ability to read and respond to text critically.

**Person Responsible**

Esther Rivera

**Schedule**

On 6/3/2017

**Evidence of Completion**

Purchase orders

**Plan to Monitor Fidelity of Implementation of G1.B1.S12 6**

Teachers will use materials in their classroom as directed by administration.

**Person Responsible**

Phyllis Chandler

**Schedule**

On 6/30/2017

***Evidence of Completion***

Classroom observations, PD binders, student work, lesson plans, meeting agendas

**Plan to Monitor Fidelity of Implementation of G1.B1.S12 6**

Teachers will use materials in their classroom as directed by administration.

**Person Responsible**

Robin Dixon

**Schedule**

On 6/30/2017

***Evidence of Completion***

Classroom observations, PD binders, student work, lesson plans, meeting agendas

**Plan to Monitor Effectiveness of Implementation of G1.B1.S12 7**

Student scores will be monitored and individual teacher data chats will be conducted.

**Person Responsible**

Esther Rivera

**Schedule**

Quarterly, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

e-mail and meeting minutes, FSA data, diagnostics, PBPAs



**Plan to Monitor Effectiveness of Implementation of G1.B1.S12 7**

Student scores will be monitored and individual teacher data chats will be conducted.

**Person Responsible**

Ricky Clark

**Schedule**

On 6/5/2017

***Evidence of Completion***

e-mail and meeting minutes, FSA data, diagnostics, PBPAs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S12 7**

Student scores will be monitored and individual teacher data chats will be conducted.

**Person Responsible**

Valarie Silverman

**Schedule**

On 6/5/2017

***Evidence of Completion***

e-mail and meeting minutes, FSA data, diagnostics, PBPAs

**G1.B1.S13** Technology integration in order to build student capacity and proficiency with the technology enhanced items on the ELA FSA. 4

 S234360

### **Strategy Rationale**

Building student capacity of all students with technology enhanced items.

### **Action Step 1** 5

Order computer technology to help support initiatives that are in place to increase students' literacy comprehension.

#### **Person Responsible**

Antonina Whisler

#### **Schedule**

On 6/30/2017

#### **Evidence of Completion**

Purchase orders

### **Action Step 2** 5

Order I-Pads to help support initiatives that are in place to increase students' literacy comprehension.

#### **Person Responsible**

Antonina Whisler

#### **Schedule**

On 7/1/2016

#### **Evidence of Completion**

Purchase orders

**Action Step 3** 5

Use 1 ITSA to manage, maintain and disperse title I technology.

**Person Responsible**

Thomas Sigala

**Schedule**

On 6/30/2017

**Evidence of Completion**

inventory list, log sheet, technology calendar

**Plan to Monitor Fidelity of Implementation of G1.B1.S13** 6

Monitor and maintain use of technology within the English and Reading departments.

**Person Responsible**

Thomas Sigala

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Computer use calendar, lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S13** 7

Student proficiency and effectiveness will increase with technology enhanced items on the ELA FSA.

**Person Responsible**

**Schedule**

On 5/19/2017

**Evidence of Completion**

ELA FSA scores, writing scores

**G1.B2** Lack of ELL support **2**

 B222094

**G1.B2.S1** Language Acquisition teacher will help ELL students with English oral and academic language. **4**

 S234361

**Strategy Rationale**

If students can understand and utilize oral and academic language, students will achieve proficiency on state mandated tests required for graduation.

**Action Step 1** **5**

Hire a Language Acquisition Teacher to assist our ELL students transition into mainstream classes and be academically successful.

**Person Responsible**

Esther Rivera

**Schedule**

On 7/1/2016

**Evidence of Completion**

class rosters, lesson plans, student samples

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

LLK results will be reviewed and recorded as baseline assessment.

**Person Responsible**

Laurel Considine

**Schedule**

On 8/19/2016

**Evidence of Completion**

Student rosters with test scores recorded on it, sample lesson plans, student work samples, data discussion notes

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Site reporter, progress reports, PBPA assessments

**Person Responsible**

Esther Rivera

**Schedule**

Monthly, from 8/15/2016 to 3/1/2017

***Evidence of Completion***

Site reporter, progress reports, PBPA assessments results, diagnostics, FSA

**G1.B2.S2** Latinos in Action Program will help ELL students with tracking academic progress in order to achieve graduation and become college and/or career ready. 4

S234362

### **Strategy Rationale**

To eliminate achievement gap among minority groups.

### **Action Step 1** 5

Latinos in Action Consultant will support and provide resources to ELL acquisition teacher.

#### **Person Responsible**

#### **Schedule**

Triannually, from 8/22/2016 to 5/31/2017

#### **Evidence of Completion**

Teacher lesson plans, contract, agenda

### **Action Step 2** 5

Teacher is provided with access to electronic forum of electronic materials.

#### **Person Responsible**

Laurel Considine

#### **Schedule**

Daily, from 8/22/2016 to 6/5/2017

#### **Evidence of Completion**

lesson plans, student samples

**G1.B3 Building teacher capacity in the math FSA standards** 2

B222095

**G1.B3.S1 PD provided every LTM and PD day on FSA standards by PLC team and teacher leaders.** 4

S234363

**Strategy Rationale**

To build teacher confidence and capacity with the FSA standards.

**Action Step 1** 5

The leadership team will schedule trainings for every LTM and PD Day

**Person Responsible**

Jenalee Hess

**Schedule**

Monthly, from 8/9/2016 to 2/2/2017

**Evidence of Completion**

PD agendas, sign-in sheets and teacher evidence

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Regular math classroom observations and data chats

**Person Responsible**

Jenalee Hess

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

lesson plans, diagnostics, Performance Matters/EDW reports and FSA/EOC results

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Weekly PLC meetings will be held to compare results within each department and plan appropriately based on results.

**Person Responsible**

Jenalee Hess

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

mini/unit common assessments, lesson plans, and PLC planning templates



**G1.B3.S2** Math coach will support Algebra 1, Geometry, Algebra 2 and support classes on a daily basis to build student proficiency with the FSA standards. 4

S234364

### Strategy Rationale

To close the achievement gap between minority groups.

### Action Step 1 5

Daily monitoring and implementation of new standards in assigned classrooms by math coach.

#### Person Responsible

Carol Faulhaber

#### Schedule

Daily, from 8/15/2016 to 6/5/2017

#### Evidence of Completion

Coach schedules, coaching logs, PLC sign-ins, PLC agendas, Lesson plan notes, conference notes

### Action Step 2 5

Math resource teacher will conduct daily pull-outs to support low 25% in math.

#### Person Responsible

Carol Faulhaber

#### Schedule

Daily, from 1/9/2017 to 6/2/2017

#### Evidence of Completion

student rosters, sign-in sheets, student samples.

**Plan to Monitor Fidelity of Implementation of G1.B3.S2 6**

Observations and regular meetings with math teachers. Works with targeted students in small groups during the school day.

**Person Responsible**

Jenalee Hess

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Mini assessment results/EDW reports/diagnostics/FSA-EOC/Performance Matters/, PLC meeting minutes or agendas, Leadership meeting notes with review of coaches log/schedule/PD agenda.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Observations and regular meetings with reading coach to discuss progress in ELA 9-11th grade.

**Person Responsible**

Jenalee Hess

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Mini assessment results/EDW reports/diagnostics/FSA-EOC/meeting minutes or agendas

**G1.B3.S3** Common planning time will be scheduled and monitored in order to give teachers a chance to create common assessments and rigorous activities for classroom instruction. 4

S234365

### Strategy Rationale

To build teacher collaboration and capacity with the FSA standards.

### Action Step 1 5

Common planning will be built into the master schedule for all tested areas.

#### Person Responsible

Lewis Scholze

#### Schedule

On 8/15/2016

#### Evidence of Completion

Copy of master schedule

### Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Common planning will be planned and carried out by PLC leaders.

#### Person Responsible

Carol Faulhaber

#### Schedule

Weekly, from 8/15/2016 to 6/5/2017

#### Evidence of Completion

Meeting agendas, sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3** 7

Evidence of common planning will be evident in everyday lessons.

**Person Responsible**

Jenalee Hess

**Schedule**

Daily, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Lesson plans, student samples, common assessments

**G1.B3.S4** Targeted tutorials will be offered after school Mondays-Thursdays. 4

 S234366

**Strategy Rationale**

To close the achievement gap between the minority groups.

**Action Step 1** 5

Set up after school tutorial schedule.

**Person Responsible**

Jenalee Hess

**Schedule**

On 8/31/2016

**Evidence of Completion**

Tutorial calendar

**Plan to Monitor Fidelity of Implementation of G1.B3.S4 6**

Teacher will conduct math after school tutorials on Mondays through Wednesdays for all subjects in math.

**Person Responsible**

John Bergrud

**Schedule**

Daily, from 8/15/2016 to 5/31/2017

**Evidence of Completion**

sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B3.S4 6**

Teacher will conduct math after school tutorials on Thursdays for Algebra 1 only.

**Person Responsible**

Juan Granados

**Schedule**

Weekly, from 8/18/2016 to 5/25/2017

**Evidence of Completion**

sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7**

Student data will be collected and reviewed.

**Person Responsible**

Jenalee Hess

**Schedule**

Quarterly, from 10/21/2016 to 6/5/2017

**Evidence of Completion**

EDW, Performance Matters, diagnostics, FSA-EOC, ACT, SAT

**G1.B3.S5** Curriculum mapping during school year and summer. 4

S234367

**Strategy Rationale**

To close the achievement gap between the minority groups.

**Action Step 1** 5

Select teachers for math curriculum mapping during school year.

**Person Responsible**

Jenalee Hess

**Schedule**

On 6/30/2017

***Evidence of Completion***

List of teachers, sign-in sheets, product samples

**Plan to Monitor Fidelity of Implementation of G1.B3.S5** 6

Teachers meet for after school during the school year to create materials and map out strategies for improvement in student test scores.

**Person Responsible**

Jenalee Hess

**Schedule**

On 6/30/2017

***Evidence of Completion***

Teacher sign-in sheets, product samples

**Plan to Monitor Effectiveness of Implementation of G1.B3.S5** 7

Materials and strategies are produced for Algebra 1, Geometry, and Algebra 2

**Person Responsible**

Jenalee Hess


**Schedule**

On 6/30/2017

**Evidence of Completion**

Google Drive Shared items and hard copies turned into appropriate AP, lesson plans with materials incorporated, data analysis reflections

**G1.B3.S6** Learning walks within the math department. 4

 S234368

**Strategy Rationale**

To build teacher collaboration and capacity with the FSA standards.

**Action Step 1** 5

Schedule targeted learning walks within the departments.

**Person Responsible**

Esther Rivera

**Schedule**

Quarterly, from 9/5/2016 to 6/5/2017

**Evidence of Completion**

Schedule of classroom learning walks, sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B3.S6** 6

Discussion of what they saw and how the teachers can implement the strategies during PLCs and LTMs

**Person Responsible**

Jenalee Hess

**Schedule**

Quarterly, from 9/5/2016 to 6/5/2017

***Evidence of Completion***

PLC/LTM agendas, sign-in sheets, PLC notes reflecting learning walk discussion

**Plan to Monitor Effectiveness of Implementation of G1.B3.S6** 7

More student centered classrooms will be seen in order to increase rigor and student achievement.

**Person Responsible**

Jenalee Hess

**Schedule**

Weekly, from 9/5/2016 to 6/5/2017

***Evidence of Completion***

Classroom observations, lesson plans as well as diagnostics/FSA results.



**G1.B3.S7** Substitute teachers for teacher TDE's attending PD's. 4

S234369

**Strategy Rationale**

To build teacher collaboration and capacity with the FSA standards as well as close the achievement gap among minority groups.

**Action Step 1** 5

Teachers choose and are selected for PD throughout the year to attend in order to bring back information and trainings on the latest strategies to boost student achievement.

**Person Responsible**

Jenalee Hess

**Schedule**

Monthly, from 8/15/2016 to 6/30/2017

**Evidence of Completion**

Training attendance roster, agendas

**Plan to Monitor Fidelity of Implementation of G1.B3.S7** 6

Teachers will be given the chance to share the information obtained at the PD with their departments.

**Person Responsible**

Jenalee Hess

**Schedule**

Monthly, from 8/15/2016 to 6/30/2017

**Evidence of Completion**

LTM/Dept. meeting agendas, sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B3.S7** 7

Classroom observations will be conducted by their AP to ensure implementation of the training provided by the teacher.

**Person Responsible**

Jenalee Hess

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Classroom observations in iObservation and lesson plans

**G1.B3.S8** Technology integration in order to build student capacity and proficiency with the technology enhanced items on the math FSA EOC's. 4

 S234370

**Strategy Rationale**

Building student capacity of all students with technology enhanced items.

**Action Step 1** 5

Order classroom technology to help support initiatives that are in place to increase students' algebraic and geometric comprehension.

**Person Responsible**

Antonina Whisler

**Schedule**

On 6/30/2017

**Evidence of Completion**

Purchase Orders

**Plan to Monitor Fidelity of Implementation of G1.B3.S8 6**

Monitor and maintain use of technology within the Math department.

**Person Responsible**

Thomas Sigala

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Computer use calendar, lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S8 7**

Student proficiency and effectiveness will increase with technology enhanced items on the FSA-EOCs.

**Person Responsible**

Jenalee Hess

**Schedule**

On 5/19/2017

**Evidence of Completion**

FSA-EOC scores

**G1.B3.S9** Order materials that will help and support students' ability to manipulate and understand algebraic and geometric concepts. 4

 S234371

### Strategy Rationale

to close the achievement gap among minority students.

### Action Step 1 5

Order classroom materials to help support initiatives that are in place to increase students' ability to manipulate and understand complex algebraic and geometric concepts.

#### Person Responsible

Jenalee Hess

#### Schedule

On 6/30/2017

#### Evidence of Completion

Purchase orders

### Plan to Monitor Fidelity of Implementation of G1.B3.S9 6

Teachers will use materials in their classroom as directed by administration.

#### Person Responsible

Carol Faulhaber

#### Schedule

On 6/5/2017

#### Evidence of Completion

Classroom observations, PD binders, student work, lesson plans, meeting agendas

**Plan to Monitor Effectiveness of Implementation of G1.B3.S9** 7

Student scores will be monitored and individual teacher data chats will be conducted.

**Person Responsible**

Jenalee Hess

**Schedule**

Quarterly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

e-mail and meeting minutes, FSA-EOC data, diagnostics, Performance Matters/EDW

**G1.B4** Lack of support for at risk seniors 2

B222096

**G1.B4.S1** Have specific and individualized attention for at risk seniors. 4

S234372

**Strategy Rationale**

To raise graduation rate.

**Action Step 1** 5

Kerry McKeithen will tutor and mentor at risk seniors who are not on track to graduate during Ms. Tenenbaum's class and throughout the school day.

**Person Responsible**

Fawn Tenenbaum

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Student rosters, student sign-in sheets, call logs, classroom visit logs and lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Monthly review of conference logs and meeting logs.

**Person Responsible**

Esther Rivera

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

***Evidence of Completion***

Meeting dates, meeting agendas, monthly sign-in logs

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Quarterly review of graduation status for the identified at risk seniors.

**Person Responsible**

**Schedule**

Quarterly, from 10/21/2016 to 6/2/2017

***Evidence of Completion***

Terms reports, student sign-ins for quarterly meetings

**G2.** If we foster a positive and supportive school climate, then we will build parent and community partnerships to support the academic and social/emotional development of all students. 1

G083672

**G2.B1** Transient population 2

B222097

**G2.B1.S2** Use a Social Services Facilitator to assist families with social services in the community and school. 4

S234374

### Strategy Rationale

To educate families in the community and communicate the expectations of the school on a regular basis to increase the graduation rate.

### Action Step 1 5

Find and hire a qualified social services facilitator.

#### Person Responsible

Lewis Scholze

#### Schedule

On 8/15/2016

#### Evidence of Completion

people soft

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Social Services Facilitator will monitor a list of students generated by guidance that are identified as in need of social services.

#### Person Responsible

Lyn Balicki

#### Schedule

Monthly, from 9/26/2016 to 6/2/2017

#### Evidence of Completion

student rosters with services needed

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Logs will be monitored by the AP over guidance and student progress reviewed quarterly.

**Person Responsible**

Lewis Scholze

**Schedule**

Quarterly, from 10/21/2016 to 6/2/2017

***Evidence of Completion***

call logs, student progress reports, home visit logs, services referred logs



**G2.B2 Student attendance rate** 2

B222098

**G2.B2.S1 Offer AVID classes for the middle of the road students.** 4

S234375

**Strategy Rationale**

To increase student engagement/attendance and thus increase the graduation rate.

**Action Step 1** 5

Order AVID supplies (notebooks, binders, highlighters, post-its, composition books, dividers, pencils, pens, paper, ink, markers)

**Person Responsible**

Dianne Douglas

**Schedule**

On 6/30/2017

**Evidence of Completion**

purchase orders

**Action Step 2** 5

Hire tutors to help support the AVID students with their classes.

**Person Responsible**

Dianne Douglas

**Schedule**

On 6/5/2017

**Evidence of Completion**

tutor sign-in logs

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

AVID students will be monitored for graduation status and by grades.

**Person Responsible**

Dianne Douglas

**Schedule**

Quarterly, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

Progress reports, report cards and TERMS

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

AVID student graduation rates will be reviewed with the AVID teachers and monitored by admin.

**Person Responsible**

Valarie Silverman

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

Teacher classroom observations and graduation reports.

## G2.B3 Parent Involvement 2

B222099

### G2.B3.S1 Quarterly newsletters will be sent home. 4

S234376

#### Strategy Rationale

To increase communication and parent participation in school events.

#### Action Step 1 5

Quarterly newspapers will be created by English department.

##### Person Responsible

Betty Turso

##### Schedule

Quarterly, from 10/21/2016 to 6/30/2017

##### Evidence of Completion

Newsletters sent home

#### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Secretarial staff will help assemble the newsletter for distribution.

##### Person Responsible

Jenalee Hess

##### Schedule

Quarterly, from 10/21/2016 to 6/30/2017

##### Evidence of Completion

Completed newsletters ready for the mail.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Mailing the newsletters

**Person Responsible**

Antonina Whisler

**Schedule**

Quarterly, from 10/21/2016 to 6/30/2017

***Evidence of Completion***

Newsletters dropped of at post office.

**G2.B3.S2** Parent trainings 4

S234377

**Strategy Rationale**

Help parents provide strategies to increase reading and math proficiency through at home support.

**Action Step 1** 5

Teachers provide PD to parents.

**Person Responsible**

Esther Rivera

**Schedule**

Every 2 Months, from 9/6/2016 to 6/5/2017

**Evidence of Completion**

Meeting agendas, sign-in sheets

**Action Step 2** 5

Food will be provided at Parent trainings

**Person Responsible**

Susana Segura

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Food receipts

**Action Step 3** 5

Materials will be provided to parents at the trainings.

**Person Responsible**

Esther Rivera

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Purchase orders

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Parent attendance increases.

**Person Responsible**

Esther Rivera

**Schedule**

Monthly, from 9/21/2016 to 6/5/2017

***Evidence of Completion***

Volunteer attendance reports at school functions

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Parent surveys given out and collected.

**Person Responsible**

Esther Rivera

**Schedule**

On 3/31/2017

***Evidence of Completion***

Title I surveys sent to county office

**G2.B3.S3** Increase parent communication 4

S234378

**Strategy Rationale**

To provide optimal opportunities for parent input in school action plans, activities, and student achievement.

**Action Step 1** 5

Increase fliers and calls home to parents about upcoming events.

**Person Responsible**

Esther Rivera

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

Meeting attendance rates

**Action Step 2** 5

Order supplies to update and service current translation equipment for parent meetings.

**Person Responsible**

Antonina Whisler

**Schedule**

On 6/30/2017

**Evidence of Completion**

purchase orders

**Plan to Monitor Fidelity of Implementation of G2.B3.S3** 6

Attendance will be taken at all Parent Training.

**Person Responsible**

Esther Rivera

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

sign-in sheets and agendas

**Plan to Monitor Effectiveness of Implementation of G2.B3.S3** 7

Volunteer attendance rates at School functions will be analyzed and disseminated at the last SAC meeting of the year.

**Person Responsible**

Jenalee Hess

**Schedule**

On 4/19/2017

**Evidence of Completion**

Volunteer hours report.



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B2.S1.A1 A301391	Hire a Language Acquisition Teacher to assist our ELL students transition into mainstream classes...	Rivera, Esther	7/1/2016	class rosters, lesson plans, student samples	7/1/2016 one-time
G1.B1.S13.A2 A301389	Order I-Pads to help support initiatives that are in place to increase students' literacy...	Whisler, Antonina	7/1/2016	Purchase orders	7/1/2016 one-time
G1.B1.S6.A2 A301378	Hire an academic tutor to mentor, tutor and track at risk seniors.	Tierney, Edward	8/12/2016	student rosters, call logs, schedule, meeting minutes, tracking sheets, classroom visit logs	8/12/2016 one-time
G2.B1.S2.A1 A301406	Find and hire a qualified social services facilitator.	Scholze, Lewis	8/15/2016	people soft	8/15/2016 one-time
G1.B3.S3.A1 A301397	Common planning will be built into the master schedule for all tested areas.	Scholze, Lewis	7/1/2016	Copy of master schedule	8/15/2016 one-time
G1.B1.S4.A1 A301375	Common planning will be built into the master schedule for all tested areas.	Scholze, Lewis	8/15/2016	Copy of master schedule.	8/15/2016 one-time
G1.B2.S1.MA1 M306016	LLK results will be reviewed and recorded.as baseline assessment.	Considine, Laurel	8/15/2016	Student rosters with test scores recorded on it, sample lesson plans, student work samples, data discussion notes	8/19/2016 one-time
G1.B3.S4.A1 A301398	Set up after school tutorial schedule.	Hess, Jenalee	8/15/2016	Tutorial calendar	8/31/2016 one-time
G1.B1.S3.A1 A301373	Daily monitoring and implementation of new standards in 12th grade English and U.S. History...	Dixon, Robin	8/15/2016	Coach schedules, coaching logs, PLC sign-ins, PLC agendas, Lesson plan notes, conference notes	12/16/2016 daily
G1.B1.S1.A1 A301370	The leadership team will schedule trainings for every LTM and PD Day	Rivera, Esther	8/9/2016	PD agendas, sign-in sheets and teacher evidence	2/2/2017 monthly
G1.B3.S1.A1 A301394	The leadership team will schedule trainings for every LTM and PD Day	Hess, Jenalee	8/9/2016	PD agendas, sign-in sheets and teacher evidence	2/2/2017 monthly
G1.B2.S1.MA1 M306015	Site reporter, progress reports, PBPA assessments	Rivera, Esther	8/15/2016	Site reporter, progress reports, PBPA assessments results, diagnostics, FSA	3/1/2017 monthly
G2.B3.S2.MA1 M306047	Parent surveys given out and collected.	Rivera, Esther	3/31/2017	Title I surveys sent to county office	3/31/2017 one-time
G2.B3.S3.MA1 M306049	Volunteer attendance rates at School functions will be analyzed and disseminated at the last SAC...	Hess, Jenalee	4/19/2017	Volunteer hours report.	4/19/2017 one-time
G1.B3.S8.MA1 M306032	Student proficiency and effectiveness will increase with technology enhanced items on the FSA-EOCs.	Hess, Jenalee	3/27/2017	FSA-EOC scores	5/19/2017 one-time
G1.B1.S11.MA1 M306007	Students will be tracked by the biology teacher and learning goals will be set.	Scholze, Lewis	1/9/2017	Sample Biology pull-out materials, lesson plans and student rosters.	5/19/2017 biweekly
G1.B1.S11.A1 A301386	Select teacher(s) who will be conducting the Biology pull-outs.	Scholze, Lewis	1/9/2017	Sign-in sheets, student rosters and lesson plans	5/19/2017 biweekly
G1.B1.S13.MA1 M306013	Student proficiency and effectiveness will increase with technology enhanced items on the ELA FSA.		2/27/2017	ELA FSA scores, writing scores	5/19/2017 one-time
G1.B3.S4.MA2 M306025	Teacher will conduct math after school tutorials on Thursdays for Algebra 1 only.	Granados, Juan	8/18/2016	sign-in sheets	5/25/2017 weekly

**Palm Beach - 1361 - John I. Leonard High School - 2016-17 SIP**  
*John I. Leonard High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A1 A301392	Latinos in Action Consultant will support and provide resources to ELL acquisition teacher.		8/22/2016	Teacher lesson plans, contract, agenda	5/31/2017 triannually
G1.B3.S4.MA1 M306024	Teacher will conduct math after school tutorials on Mondays through Wednesdays for all subjects in...	Bergrud, John	8/15/2016	sign-in sheets	5/31/2017 daily
G1.B4.S1.MA1 M306036	Quarterly review of graduation status for the identified at risk seniors.		10/21/2016	Terms reports, student sign-ins for quarterly meetings	6/2/2017 quarterly
G1.B4.S1.MA1 M306037	Monthly review of conference logs and meeting logs.	Rivera, Esther	9/1/2016	Meeting dates, meeting agendas, monthly sign-in logs	6/2/2017 monthly
G1.B4.S1.A1 A301404	Kerry McKeithen will tutor and mentor at risk seniors who are not on track to graduate during Ms....	Tenenbaum, Fawn	8/15/2016	Student rosters, student sign-in sheets, call logs, classroom visit logs and lesson plans	6/2/2017 daily
G1.B1.S2.A2 A301372	Daily pull-outs/push-ins of low 25% students by resource teacher in 9-11 English/reading classes.	Chandler, Phyllis	1/9/2017	student rosters, pull-out schedule, push-in schedule	6/2/2017 daily
G1.B3.S2.A2 A301396	Math resource teacher will conduct daily pull-outs to support low 25% in math.	Faulhaber, Carol	1/9/2017	student rosters, sign-in sheets, student samples.	6/2/2017 daily
G2.B1.S2.MA1 M306041	Logs will be monitored by the AP over guidance and student progress reviewed quarterly.	Scholze, Lewis	10/21/2016	call logs, student progress reports, home visit logs, services referred logs	6/2/2017 quarterly
G2.B1.S2.MA1 M306042	Social Services Facilitator will monitor a list of students generated by guidance that are...	Balicki, Lyn	9/26/2016	student rosters with services needed	6/2/2017 monthly
G1.B1.S3.A2 A301374	Daily pull-outs for ACT tutoring by resource teacher.	Dixon, Robin	1/9/2017	student rosters, pull-out schedule	6/2/2017 daily
G1.B1.S4.MA1 M305973	PD points will be rewarded to those who follow the PLC schedule.	Rivera, Esther	6/2/2017	Student sample work, sample common assessments,	6/2/2017 one-time
G1.B1.S4.MA1 M305974	Weekly PLC meetings will be held to collaborate among teased areas.	Chandler, Phyllis	8/15/2016	PLC agendas, IObservation Discussion boards, sign-in sheets	6/2/2017 weekly
G1.B1.S9.MA4 M305998	More student centered classrooms will be seen in order to increase rigor and student achievement.	Silverman, Valarie	9/5/2016	Classroom observations, lesson plans as well as diagnostics/FSA results.	6/3/2017 weekly
G1.B1.S12.A1 A301387	Order classroom materials to help support initiatives that are in place to increase students'...	Rivera, Esther	7/1/2016	Purcase orders	6/3/2017 one-time
G1.MA1 M306038	Data collected and the progress of students will be discussed during the leadership meetings	Tierney, Edward	8/15/2016	Meeting minutes, SIP mid-year review, Benchmark assessment results, diagnostics, PBPA's results, and EOC/ FSA results.	6/5/2017 weekly
G2.MA1 M306051	During end of the year leadership, SAC and staff meetings the administration will review data...	Tierney, Edward	6/5/2017	Various survey results, graduation rate and meeting minutes	6/5/2017 one-time
G1.B1.S1.MA1 M305957	Weekly PLC meetings will be held to compare results within each department and plan appropriately...	Rivera, Esther	8/15/2016	mini/unit common assessments, lesson plans, and PLC planning templates	6/5/2017 weekly
G1.B1.S1.MA7 M305958	Weekly PLC meetings will be held to compare results within each department and plan appropriately...	Clark, Ricky	8/15/2016	mini/unit common assessments, lesson plans, and PLC planning templates	6/5/2017 weekly
G1.B1.S1.MA8 M305959	Weekly PLC meetings will be held to compare results within each department and plan appropriately...	Silverman, Valarie	8/15/2016	mini/unit common assessments, lesson plans, and PLC planning templates	6/5/2017 weekly
G1.B1.S1.MA9 M305960	Weekly PLC meetings will be held to compare results within each department and plan appropriately...	Scholze, Lewis	8/15/2016	mini/unit common assessments, lesson plans, and PLC planning templates	6/5/2017 weekly

**Palm Beach - 1361 - John I. Leonard High School - 2016-17 SIP**  
*John I. Leonard High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1 M305961	Regular Reading classroom observations and data chats	Clark, Ricky	8/15/2016	lesson plans, diagnostics, writing prompts, EDW reports and FSA/EOC results	6/5/2017 weekly
G1.B1.S1.MA2 M305962	Regular English classroom observations and data chats	Rivera, Esther	8/15/2016	lesson plans, diagnostics, writing prompts, EDW reports and FSA/EOC results	6/5/2017 weekly
G1.B1.S1.MA3 M305963	Regular social studies classroom observations and data chats	Silverman, Valarie	8/15/2016	lesson plans, diagnostics, writing prompts, EDW reports and FSA/EOC results	6/5/2017 weekly
G1.B1.S1.MA4 M305964	Regular science classroom observations and data chats	Scholze, Lewis	8/15/2016	lesson plans, diagnostics, writing prompts, EDW reports and FSA/EOC results	6/5/2017 weekly
G1.B3.S1.MA1 M306017	Weekly PLC meetings will be held to compare results within each department and plan appropriately...	Hess, Jenalee	8/15/2016	mini/unit common assessments, lesson plans, and PLC planning templates	6/5/2017 weekly
G1.B3.S1.MA1 M306018	Regular math classroom observations and data chats	Hess, Jenalee	8/15/2016	lesson plans, diagnostics, Performance Matters/EDW reports and FSA/EOC results	6/5/2017 weekly
G2.B2.S1.MA1 M306043	AVID student graduation rates will be reviewed with the AVID teachers and monitored by admin.	Silverman, Valarie	8/15/2016	Teacher classroom observations and graduation reports.	6/5/2017 monthly
G2.B2.S1.MA1 M306044	AVID students will be monitored for graduation status and by grades.	Douglas, Dianne	8/15/2016	Progress reports, report cards and TERMS	6/5/2017 quarterly
G2.B2.S1.A2 A301408	Hire tutors to help support the AVID students with their classes.	Douglas, Dianne	8/15/2016	tutor sign-in logs	6/5/2017 one-time
G1.B1.S2.MA1 M305965	Observations and regular meetings with reading coach to discuss progress in ELA English 9-11...	Rivera, Esther	8/15/2016	Mini assessment results/EDW reports/diagnostics/FSA/meeting minutes or agendas	6/5/2017 weekly
G1.B1.S2.MA2 M305966	Observations and regular meetings with reading coach to discuss progress in Reading classes.	Clark, Ricky	8/15/2016	Mini assessment results/EDW reports/diagnostics/reading plus/FSA/meeting minutes or agendas	6/5/2017 weekly
G1.B1.S2.MA1 M305967	Observations and regular meetings with ELA 9-11 English teachers. Works with targeted students in...	Rivera, Esther	8/15/2016	Mini assessment results/EDW reports/diagnostics/FSA, PLC meeting minutes or agendas, Leadership meeting notes with review of coaches log/schedule/PD agenda.	6/5/2017 weekly
G1.B1.S2.MA2 M305968	Observations and regular meetings with reading teachers. Works with targeted students in small...	Clark, Ricky	8/15/2016	Mini assessment results/EDW reports/diagnostics/FSA, PLC meeting minutes or agendas, Leadership meeting notes with review of coaches log/schedule/PD agenda.	6/5/2017 weekly
G1.B1.S2.A1 A301371	Daily monitoring and implementation of new standards in 9-11 reading/English classrooms by reading...	Chandler, Phyllis	8/15/2016	Coach schedules, coaching logs, PLC sign-ins, PLC agendas, Lesson plan notes, conference notes	6/5/2017 daily
G1.B2.S2.A2 A301393	Teacher is provided with access to electronic forum of electronic materials.	Considine, Laurel	8/22/2016	lesson plans, student samples	6/5/2017 daily
G1.B3.S2.MA1 M306019	Observations and regular meetings with reading coach to discuss progress in ELA 9-11th grade.	Hess, Jenalee	8/15/2016	Mini assessment results/EDW reports/diagnostics/FSA-EOC/meeting minutes or agendas	6/5/2017 weekly
G1.B3.S2.MA1 M306020	Observations and regular meetings with math teachers. Works with targeted students in small groups...	Hess, Jenalee	8/15/2016	Mini assessment results/EDW reports/diagnostics/FSA-EOC/Performance Matters/, PLC meeting minutes or agendas, Leadership meeting notes with review of coaches log/schedule/PD agenda.	6/5/2017 weekly
G1.B3.S2.A1 A301395	Daily monitoring and implementation of new standards in assigned classrooms by math coach.	Faulhaber, Carol	8/15/2016	Coach schedules, coaching logs, PLC sign-ins, PLC agendas, Lesson plan notes, conference notes	6/5/2017 daily

**Palm Beach - 1361 - John I. Leonard High School - 2016-17 SIP**  
*John I. Leonard High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.MA1 M306048	Parent attendance increases.	Rivera, Esther	9/21/2016	Volunteer attendance reports at school functions	6/5/2017 monthly
G2.B3.S2.A1 A301410	Teachers provide PD to parents.	Rivera, Esther	9/6/2016	Meeting agendas, sign-in sheets	6/5/2017 every-2-months
G2.B3.S2.A2 A301411	Food will be provided at Parent trainings	Segura, Susana	8/15/2016	Food receipts	6/5/2017 monthly
G2.B3.S2.A3 A301412	Materials will be provided to parents at the trainings.	Rivera, Esther	8/15/2016	Purchase orders	6/5/2017 monthly
G1.B1.S3.MA1 M305969	Observations and regular meetings with reading coach to discuss Social Studies Classes.	Silverman, Valarie	8/15/2016	Mini assessment results/EDW reports/diagnostics/FSA/meeting minutes or agendas	6/5/2017 weekly
G1.B1.S3.MA4 M305970	Observations and regular meetings with reading coach to discuss 12th grade ELA Classes.	Rivera, Esther	8/15/2016	Mini assessment results/EDW Reports/diagnostics/FSA/meeting minutes or agendas	6/5/2017 weekly
G1.B1.S3.MA1 M305971	Observations and regular meetings with Social Studies teachers. Works with targeted students in...	Dixon, Robin	8/15/2016	Mini assessment results/EDW reports/diagnostics/FSA/, PLC meeting minutes or agendas, Leadership meeting notes with review of coaches log/schedule/PD agenda.	6/5/2017 weekly
G1.B1.S3.MA3 M305972	Observations and regular meetings with ELA 12 teachers. Works with targeted students in small...	Dixon, Robin	8/15/2016	Mini assessment results/EDW reports/diagnostics/FSA/, PLC meeting minutes or agendas, Leadership meeting notes with review of coaches log/schedule/PD agenda.	6/5/2017 weekly
G1.B3.S3.MA1 M306021	Evidence of common planning will be evident in everyday lessons.	Hess, Jenalee	8/15/2016	Lesson plans, student samples, common assessments	6/5/2017 daily
G1.B3.S3.MA1 M306022	Common planning will be planned and carried out by PLC leaders.	Faulhaber, Carol	8/15/2016	Meeting agendas, sign-in sheets	6/5/2017 weekly
G2.B3.S3.MA1 M306050	Attendance will be taken at all Parent Training.	Rivera, Esther	8/15/2016	sign-in sheets and agendas	6/5/2017 monthly
G2.B3.S3.A1 A301413	Increase fliers and calls home to parents about upcoming events.	Rivera, Esther	8/15/2016	Meeting attendance rates	6/5/2017 monthly
G1.B3.S4.MA1 M306023	Student data will be collected and reviewed.	Hess, Jenalee	10/21/2016	EDW, Performance Matters, diagnostics, FSA-EOC, ACT, SAT	6/5/2017 quarterly
G1.B1.S5.MA1 M305975	Assistant principal will meet with individual English teachers to review their student data as it...	Rivera, Esther	10/21/2016	PD binders	6/5/2017 quarterly
G1.B1.S5.MA4 M305976	Assistant principal will meet with individual Reading teachers to review their student data as it...	Clark, Ricky	10/21/2016	PD binders	6/5/2017 quarterly
G1.B1.S5.MA5 M305977	Assistant principal will meet with individual Social Studies teachers to review their student data...	Silverman, Valarie	10/21/2016	PD binders	6/5/2017 quarterly
G1.B1.S5.MA6 M305978	Assistant principal will meet with individual Science teachers to review their student data as it...	Scholze, Lewis	10/21/2016	PD binders	6/5/2017 quarterly
G1.B1.S5.MA1 M305979	Common planning and PD	Chandler, Phyllis	8/15/2016	PD Binder with student data and materials	6/5/2017 weekly
G1.B1.S5.MA2 M305980	Common planning and PD	Dixon, Robin	8/15/2016	PD Binder with student data and materials	6/5/2017 weekly
G1.B1.S5.A1 A301376	Order PD materials.	Rivera, Esther	8/15/2016	Purchase orders	6/5/2017 one-time
G1.B1.S6.MA1 M305981	Learning gains as demonstrated through testing will be analyzed.	Clark, Ricky	8/15/2016	Diagnostics, mini assessments, FSA, CELLA, common assessment results	6/5/2017 quarterly



**Palm Beach - 1361 - John I. Leonard High School - 2016-17 SIP**  
*John I. Leonard High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S6.MA1 M305982	ELA strategies through rotational model in reading classrooms and differentiated learning will be...	Clark, Ricky	8/15/2016	Classroom observations through Marzano, class rosters and lesson plans	6/5/2017 weekly
G1.B1.S6.A1 A301377	Hire 3 additional highly qualified supplemental reading teachers to focus on low 25/non-proficient...	Tierney, Edward	8/9/2016	class rosters, lesson plans, student work samples	6/5/2017 one-time
G1.B3.S6.MA1 M306028	More student centered classrooms will be seen in order to increase rigor and student achievement.	Hess, Jenalee	9/5/2016	Classroom observations, lesson plans as well as diagnostics/FSA results.	6/5/2017 weekly
G1.B3.S6.MA1 M306029	Discussion of what they saw and how the teachers can implement the strategies during PLCs and LTM	Hess, Jenalee	9/5/2016	PLC/LTM agendas, sign-in sheets, PLC notes reflecting learning walk discussion	6/5/2017 quarterly
G1.B3.S6.A1 A301400	Schedule targeted learning walks within the departments.	Rivera, Esther	9/5/2016	Schedule of classroom learning walks, sign-in sheets	6/5/2017 quarterly
G1.B1.S7.MA1 M305983	Student data will be collected and reviewed.	Rivera, Esther	10/21/2016	EDW, diagnostics, FSA	6/5/2017 quarterly
G1.B1.S7.MA1 M305984	Teacher will conduct targeted ACT after school tutorials on Mondays and Wednesdays.	Tenenbaum, Fawn	8/15/2016	Sign-in sheets	6/5/2017 biweekly
G1.B1.S7.MA3 M305985	Teacher will conduct targeted ACT after school tutorials on Tuesdays and Thursdays.	Dean, Janae	8/15/2016	Sign-in sheets	6/5/2017 biweekly
G1.B1.S7.MA4 M305986	Teacher will conduct targeted ACT after school tutorials on Mondays and Wednesdays.	Joseph, Valarie	8/15/2016	Sign-in sheets	6/5/2017 biweekly
G1.B1.S7.MA5 M305987	Teacher will conduct targeted E2020 after school tutorials.	Davis, Tinisha	8/15/2016	Sign-in sheets	6/5/2017 daily
G1.B1.S7.A1 A301379	Set up after school tutorial schedule.	Rivera, Esther	9/5/2016	Tutorial schedule and sign-in sheets	6/5/2017 weekly
G1.B3.S7.MA1 M306030	Classroom observations will be conducted by their AP to ensure implementation of the training...	Hess, Jenalee	8/15/2016	Classroom observations in iObservation and lesson plans	6/5/2017 monthly
G1.B3.S8.MA1 M306033	Monitor and maintain use of technology within the Math department.	Sigala, Thomas	8/15/2016	Computer use calendar, lesson plans	6/5/2017 monthly
G1.B1.S9.MA1 M305996	More student centered classrooms will be seen in order to increase rigor and student achievement.	Rivera, Esther	9/5/2016	Classroom observations, lesson plans as well as diagnostics/FSA results.	6/5/2017 weekly
G1.B1.S9.MA3 M305997	More student centered classrooms will be seen in order to increase rigor and student achievement.	Scholze, Lewis	9/5/2016	Classroom observations, lesson plans as well as diagnostics/FSA results.	6/5/2017 weekly
G1.B1.S9.MA5 M305999	More student centered classrooms will be seen in order to increase rigor and student achievement.	Clark, Ricky	9/5/2016	Classroom observations, lesson plans as well as diagnostics/FSA results.	6/5/2017 weekly
G1.B1.S9.A1 A301384	Schedule targeted learning walks within the departments.	Rivera, Esther	9/5/2016	Schedule of classroom learning walks, sign-in sheets	6/5/2017 quarterly
G1.B3.S9.MA1 M306034	Student scores will be monitored and individual teacher data chats will be conducted.	Hess, Jenalee	8/15/2016	e-mail and meeting minutes, FSA-EOC data, diagnostics, Performance Matters/EDW	6/5/2017 quarterly
G1.B3.S9.MA1 M306035	Teachers will use materials in their classroom as directed by administration.	Faulhaber, Carol	8/15/2016	Classroom observations, PD binders, student work, lesson plans, meeting agendas	6/5/2017 one-time
G1.B1.S12.MA1 M306008	Student scores will be monitored and individual teacher data chats will be conducted.	Rivera, Esther	8/15/2016	e-mail and meeting minutes, FSA data, diagnostics, PBPAs	6/5/2017 quarterly

**Palm Beach - 1361 - John I. Leonard High School - 2016-17 SIP**  
*John I. Leonard High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S12.MA4 M306009	Student scores will be monitored and individual teacher data chats will be conducted.	Clark, Ricky	8/15/2016	e-mail and meeting minutes, FSA data, diagnostics, PBPAs	6/5/2017 one-time
G1.B1.S12.MA5 M306010	Student scores will be monitored and individual teacher data chats will be conducted.	Silverman, Valarie	8/15/2016	e-mail and meeting minutes, FSA data, diagnostics, PBPAs	6/5/2017 one-time
G1.B1.S13.MA1 M306014	Monitor and maintain use of technology within the English and Reading departments.	Sigala, Thomas	8/15/2016	Computer use calendar, lesson plans	6/5/2017 monthly
G2.B2.S1.A1 A301407	Order AVID supplies (notebooks, binders, highlighters, post-its, composition books, dividers,...	Douglas, Dianne	7/1/2016	purchase orders	6/30/2017 one-time
G2.B3.S1.MA1 M306045	Mailing the newsletters	Whisler, Antonina	10/21/2016	Newsletters dropped of at post office.	6/30/2017 quarterly
G2.B3.S1.MA1 M306046	Secretarial staff will help assemble the newsletter for distribution.	Hess, Jenalee	10/21/2016	Completed newsletters ready for the mail.	6/30/2017 quarterly
G2.B3.S1.A1 A301409	Quarterly newspapers will be created by English department.	Turso, Betty	10/21/2016	Newsletters sent home	6/30/2017 quarterly
G2.B3.S3.A2 A301414	Order supplies to update and service current translation equipment for parent meetings.	Whisler, Antonina	7/1/2016	purchase orders	6/30/2017 one-time
G1.B3.S5.MA1 M306026	Materials and strategies are produced for Algebra 1, Geometry, and Algebra 2	Hess, Jenalee	8/15/2016	Google Drive Shared items and hard copies turned into appropriate AP, lesson plans with materials incorporated, data analysis reflections	6/30/2017 one-time
G1.B3.S5.MA1 M306027	Teachers meet for after school during the school year to create materials and map out strategies...	Hess, Jenalee	8/15/2016	Teacher sign-in sheets, product samples	6/30/2017 one-time
G1.B3.S5.A1 A301399	Select teachers for math curriculum mapping during school year.	Hess, Jenalee	8/15/2016	List of teachers, sign-in sheets, product samples	6/30/2017 one-time
G1.B3.S7.MA1 M306031	Teachers will be given the chance to share the information obtained at the PD with their...	Hess, Jenalee	8/15/2016	LTM/Dept. meeting agendas, sign-in sheets	6/30/2017 monthly
G1.B3.S7.A1 A301401	Teachers choose and are selected for PD throughout the year to attend in order to bring back...	Hess, Jenalee	8/15/2016	Training attendance roster, agendas	6/30/2017 monthly
G1.B1.S8.MA1 M305988	Materials and strategies are produced for English I-III.	Rivera, Esther	6/6/2017	Google Drive Shared items and hard copies turned into appropriate AP, lesson plans with materials incorporated, data analysis reflections	6/30/2017 one-time
G1.B1.S8.MA6 M305989	Materials and strategies are produced for science.	Scholze, Lewis	6/6/2017	Google Drive Shared items and hard copies turned into appropriate AP, lesson plans with materials incorporated, data analysis reflections	6/30/2017 one-time
G1.B1.S8.MA7 M305990	Materials and strategies are produced for Social Studies.	Silverman, Valarie	6/6/2017	Google Drive Shared items and hard copies turned into appropriate AP, lesson plans with materials incorporated, data analysis reflections	6/30/2017 one-time
G1.B1.S8.MA8 M305991	Materials and strategies are produced for Reading.	Clark, Ricky	6/6/2017	Google Drive Shared items and hard copies turned into appropriate AP, lesson plans with materials incorporated, data analysis reflections	6/30/2017 one-time
G1.B1.S8.MA1 M305992	Teachers meet for one week to create materials and map out strategies for improvement in student...	Rivera, Esther	6/6/2017	Teacher sign-in sheets, product samples	6/30/2017 one-time
G1.B1.S8.MA2 M305993	Teachers meet for one week to create materials and map out strategies for improvement in student...	Scholze, Lewis	6/6/2017	Teacher sign-in sheets, product samples	6/30/2017 one-time

**Palm Beach - 1361 - John I. Leonard High School - 2016-17 SIP**  
*John I. Leonard High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S8.MA3 M305994	Teachers meet for one week to create materials and map out strategies for improvement in student...	Silverman, Valarie	6/6/2017	Teacher sign-in sheets, product samples	6/30/2017 one-time
G1.B1.S8.MA4 M305995	Teachers meet for one week to create materials and map out strategies for improvement in student...	Clark, Ricky	6/6/2017	Teacher sign-in sheets, product samples	6/30/2017 one-time
G1.B1.S8.A1 A301380	Select teachers for English curriculum mapping during summer.	Rivera, Esther	6/6/2017	List of teachers, sign-in sheets, product samples	6/30/2017 one-time
G1.B1.S8.A2 A301381	Select teachers for science curriculum mapping during summer.	Scholze, Lewis	6/6/2017	List of teachers, sign-in sheets, product samples	6/30/2017 one-time
G1.B1.S8.A3 A301382	Select teachers for Social Studies curriculum mapping during summer.	Silverman, Valarie	6/6/2017	List of teachers, sign-in sheets, product samples	6/30/2017 one-time
G1.B1.S8.A4 A301383	Select teachers for reading curriculum mapping during summer.	Clark, Ricky	6/6/2017	List of teachers, sign-in sheets, product samples	6/30/2017 one-time
G1.B3.S8.A1 A301402	Order classroom technology to help support initiatives that are in place to increase students'...	Whisler, Antonina	7/1/2016	Purchase Orders	6/30/2017 one-time
G1.B3.S9.A1 A301403	Order classroom materials to help support initiatives that are in place to increase students'...	Hess, Jenalee	7/1/2016	Purchase orders	6/30/2017 one-time
G1.B1.S10.MA1 M306001	Classroom observations will be conducted by their AP to ensure implementation of the training...	Rivera, Esther	9/5/2016	Classroom observations in iObservation and lesson plans	6/30/2017 monthly
G1.B1.S10.MA3 M306002	Classroom observations will be conducted by their AP to ensure implementation of the training...	Scholze, Lewis	9/5/2016	Classroom observations in iObservation and lesson plans	6/30/2017 monthly
G1.B1.S10.MA4 M306003	Classroom observations will be conducted by their AP to ensure implementation of the training...	Silverman, Valarie	9/5/2016	Classroom observations in iObservation and lesson plans	6/30/2017 monthly
G1.B1.S10.MA5 M306004	Classroom observations will be conducted by their AP to ensure implementation of the training...	Clark, Ricky	9/5/2016	Classroom observations in iObservation and lesson plans	6/30/2017 monthly
G1.B1.S10.MA1 M306005	Teachers will be given the chance to share the information obtained at the PD with their...	Rivera, Esther	9/5/2016	LTM/Dept. meeting agendas, sign-in sheets	6/30/2017 monthly
G1.B1.S10.A1 A301385	Teachers choose and are selected for PD throughout the year to attend in order to bring back...	Rivera, Esther	9/5/2016	Training attendance roster, agendas	6/30/2017 monthly
G1.B1.S11.MA1 M306006	Biology EOC scores will be analyzed to see if student growth was obtained.	Scholze, Lewis	3/27/2017	Biology EOC scores	6/30/2017 one-time
G1.B1.S12.MA1 M306011	Teachers will use materials in their classroom as directed by administration.	Chandler, Phyllis	7/1/2016	Classroom observations, PD binders, student work, lesson plans, meeting agendas	6/30/2017 one-time
G1.B1.S12.MA3 M306012	Teachers will use materials in their classroom as directed by administration.	Dixon, Robin	7/1/2016	Classroom observations, PD binders, student work, lesson plans, meeting agendas	6/30/2017 one-time
G1.B1.S13.A1 A301388	Order computer technology to help support initiatives that are in place to increase students'...	Whisler, Antonina	7/1/2016	Purchase orders	6/30/2017 one-time
G1.B1.S13.A3 A301390	Use 1 ITSA to manage, maintain and disperse title I technology.	Sigala, Thomas	7/1/2016	inventory list, log sheet, technology calendar	6/30/2017 one-time
G1.B1.S9.MA1 M306000	Discussion of what they saw and how the teachers can implement the strategies during PLCs and LTMs	Rivera, Esther	9/5/2016	PLC/LTM agendas, sign-in sheets, PLC notes reflecting learning walk discussion	9/4/2017 quarterly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If we improve effective and relevant instruction to meet the needs of all students, then the graduation rate will increase.

**G1.B1** Building teacher capacity in the literacy FSA standards

**G1.B1.S1** PD provided every LTM and PD Day on strategies to support the FSA standards.

### **PD Opportunity 1**

The leadership team will schedule trainings for every LTM and PD Day

#### **Facilitator**

Administration/teachers on staff or county curriculum personnel

#### **Participants**

All staff

#### **Schedule**

Monthly, from 8/9/2016 to 2/2/2017

**G1.B1.S4** Common planning time will be scheduled and monitored in order to give teachers a chance to create common assessments and rigorous activities for classroom instruction.

### **PD Opportunity 1**

Common planning will be built into the master schedule for all tested areas.

#### **Facilitator**

PLC Leaders

#### **Participants**

teachers who teach tested subjects.

#### **Schedule**

On 8/15/2016



**G1.B3** Building teacher capacity in the math FSA standards

**G1.B3.S1** PD provided every LTM and PD day on FSA standards by PLC team and teacher leaders.

**PD Opportunity 1**

The leadership team will schedule trainings for every LTM and PD Day

**Facilitator**

Administration/teachers on staff or county curriculum personnel

**Participants**

All staff

**Schedule**

Monthly, from 8/9/2016 to 2/2/2017

**G1.B3.S3** Common planning time will be scheduled and monitored in order to give teachers a chance to create common assessments and rigorous activities for classroom instruction.

**PD Opportunity 1**

Common planning will be built into the master schedule for all tested areas.

**Facilitator**

PLC Leaders

**Participants**

common planning teachers

**Schedule**

On 8/15/2016

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>The leadership team will schedule trainings for every LTM and PD Day</b>				<b>\$0.00</b>
<b>2</b>	<b>G1.B1.S10.A1</b>	<b>Teachers choose and are selected for PD throughout the year to attend in order to bring back information and trainings on the latest strategies to boost student achievement.</b>				<b>\$3,870.34</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	1361 - John I. Leonard High School	Title I, Part A		\$3,870.34
<i>Notes: Subs for teacher TDE's for professional development</i>						
<b>3</b>	<b>G1.B1.S11.A1</b>	<b>Select teacher(s) who will be conducting the Biology pull-outs.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1360		1361 - John I. Leonard High School	Title I, Part A		\$0.00
<i>Notes: Subs for Biology pull-outs.</i>						
<b>4</b>	<b>G1.B1.S12.A1</b>	<b>Order classroom materials to help support initiatives that are in place to increase students' ability to read and respond to text critically.</b>				<b>\$5,332.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1361 - John I. Leonard High School	Title I, Part A		\$5,332.00
<i>Notes: Classroom materials to support goal to include: paper and ink for classroom use, calculators, pens, pencils, highlighter, markers, post-it notes, chart paper, binders folders, laminating film, crates for student portfolios, dry erase boards, labels, head sets, replacement mice, tape, staples, staplers, dividers, math manipulatives, and i-pad covers.</i>						
<b>5</b>	<b>G1.B1.S13.A1</b>	<b>Order computer technology to help support initiatives that are in place to increase students' literacy comprehension.</b>				<b>\$123,816.25</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	1361 - John I. Leonard High School	Title I, Part A		\$68,048.00
<i>Notes: 90 laptops</i>						
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1361 - John I. Leonard High School	Title I, Part A		\$9,148.25
<i>Notes: 3 laptop carts</i>						
	5100		1361 - John I. Leonard High School	Title I, Part A		\$46,620.00

Palm Beach - 1361 - John I. Leonard High School - 2016-17 SIP  
John I. Leonard High School

						Notes: 74 Desktop computers to update old technology, approx. 5 in each reading classroom
<b>6</b>	<b>G1.B1.S13.A2</b>	<b>Order I-Pads to help support initiatives that are in place to increase students' literacy comprehension.</b>				<b>\$11,790.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	1361 - John I. Leonard High School	Title I, Part A		\$11,790.00
						Notes: 20 I-Pad minis 10 I-pad Air 2 1 I-pad cart
<b>7</b>	<b>G1.B1.S13.A3</b>	<b>Use 1 ITSA to manage, maintain and disperse title I technology.</b>				<b>\$51,459.83</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6500	160-Other Support Personnel	1361 - John I. Leonard High School	Title I, Part A		\$51,459.83
						Notes: Thomas Sigala ITSA
<b>8</b>	<b>G1.B1.S2.A1</b>	<b>Daily monitoring and implementation of new standards in 9-11 reading/ English classrooms by reading coach.</b>				<b>\$36,577.28</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1361 - John I. Leonard High School	Title I, Part A		\$36,577.28
						Notes: Phyllis Chandler 1/2 reading coach.
<b>9</b>	<b>G1.B1.S2.A2</b>	<b>Daily pull-outs/push-ins of low 25% students by resource teacher in 9-11 English/reading classes.</b>				<b>\$33,171.23</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1361 - John I. Leonard High School	Title I, Part A		\$33,171.23
						Notes: Phyllis Chandler 1/2 reading resource teacher.
<b>10</b>	<b>G1.B1.S3.A1</b>	<b>Daily monitoring and implementation of new standards in 12th grade English and U.S. History classrooms by reading coach.</b>				<b>\$36,577.28</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$36,577.28
						Notes: Mrs. Dixon as reading coach 0.5
<b>11</b>	<b>G1.B1.S3.A2</b>	<b>Daily pull-outs for ACT tutoring by resource teacher.</b>				<b>\$33,171.23</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$33,171.23
						Notes: Mrs. Dixon resource teacher 0.5

Palm Beach - 1361 - John I. Leonard High School - 2016-17 SIP  
John I. Leonard High School

12	G1.B1.S4.A1	Common planning will be built into the master schedule for all tested areas.				\$0.00
13	G1.B1.S5.A1	Order PD materials.				\$5,935.85
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School			\$5,935.85
			<i>Notes: index cards, key ring holders, paper, lamination film, whiteboards, flash drives, pens, markers, ink, folders, binders, clipboards, highlighters, post-it notes, chart paper, books</i>			
14	G1.B1.S6.A1	Hire 3 additional highly qualified supplemental reading teachers to focus on low 25/non-proficient students as measured by the ELA FSA and one social studies teacher for ELL support.				\$154,001.58
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$658.34
			<i>Notes: Deloris Simon sub pay</i>			
			1361 - John I. Leonard High School	Title I, Part A		\$66,342.45
			<i>Notes: Deloris Simon Reading Teacher</i>			
			1361 - John I. Leonard High School	Title I, Part A		\$66,342.45
			<i>Notes: Paula Webster Reading teacher</i>			
			1361 - John I. Leonard High School	Title I, Part A		\$658.34
			<i>Notes: Paula Webster sub pay</i>			
			1361 - John I. Leonard High School	Title I, Part A		\$10,000.00
			<i>Notes: Valarie Joseph reading teacher</i>			
			1361 - John I. Leonard High School	Title I, Part A		\$10,000.00
			<i>Notes: Carey McCray ELL social studies teacher</i>			
15	G1.B1.S6.A2	Hire an academic tutor to mentor, tutor and track at risk seniors.				\$0.00
16	G1.B1.S7.A1	Set up after school tutorial schedule.				\$12,652.60
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$12,652.60
			<i>Notes: After school English/Reading tutorials (PRT and benefits)</i>			
17	G1.B1.S8.A1	Select teachers for English curriculum mapping during summer.				\$3,190.46
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Palm Beach - 1361 - John I. Leonard High School - 2016-17 SIP  
John I. Leonard High School

			1361 - John I. Leonard High School	Title I, Part A		\$3,190.46
			<i>Notes: English Curriculum mapping (PRT and Benefits)</i>			
<b>18</b>	<b>G1.B1.S8.A2</b>	<b>Select teachers for science curriculum mapping during summer.</b>				<b>\$797.62</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$797.62
			<i>Notes: Science Curriculum mapping (PRT and benefits)</i>			
<b>19</b>	<b>G1.B1.S8.A3</b>	<b>Select teachers for Social Studies curriculum mapping during summer.</b>				<b>\$797.62</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$797.62
			<i>Notes: Social Studies Curriculum mapping (PRT and benefits)</i>			
<b>20</b>	<b>G1.B1.S8.A4</b>	<b>Select teachers for reading curriculum mapping during summer.</b>				<b>\$797.62</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$797.62
			<i>Notes: Reading Curriculum mapping (PRT and benefits)</i>			
<b>21</b>	<b>G1.B1.S9.A1</b>	<b>Schedule targeted learning walks within the departments.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$0.00
			<i>Notes: Subs for learning walks.</i>			
<b>22</b>	<b>G1.B2.S1.A1</b>	<b>Hire a Language Acquisition Teacher to assist our ELL students transition into mainstream classes and be academically successful.</b>				<b>\$67,000.79</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$66,342.45
			<i>Notes: Hire Laurel Considine as a language acquisition teacher.</i>			
			1361 - John I. Leonard High School	Title I, Part A		\$658.34
			<i>Notes: Sub pay for Laurel Considine if absent.</i>			
<b>23</b>	<b>G1.B2.S2.A1</b>	<b>Latinos in Action Consultant will support and provide resources to ELL acquisition teacher.</b>				<b>\$8,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Palm Beach - 1361 - John I. Leonard High School - 2016-17 SIP  
John I. Leonard High School

			1361 - John I. Leonard High School	Title I, Part A		\$8,500.00
			<i>Notes: Dues and fees for Latinos in Action program.</i>			
<b>24</b>	<b>G1.B2.S2.A2</b>	<b>Teacher is provided with access to electronic forum of electronic materials.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$1,500.00
			<i>Notes: Latinos in Action on-line component</i>			
<b>25</b>	<b>G1.B3.S1.A1</b>	<b>The leadership team will schedule trainings for every LTM and PD Day</b>				<b>\$0.00</b>
<b>26</b>	<b>G1.B3.S2.A1</b>	<b>Daily monitoring and implementation of new standards in assigned classrooms by math coach.</b>				<b>\$36,577.28</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$36,577.28
			<i>Notes: Carol Faulhaber math coach</i>			
<b>27</b>	<b>G1.B3.S2.A2</b>	<b>Math resource teacher will conduct daily pull-outs to support low 25% in math.</b>				<b>\$33,171.23</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$33,171.23
			<i>Notes: Carol Faulhaber resource teacher.</i>			
<b>28</b>	<b>G1.B3.S3.A1</b>	<b>Common planning will be built into the master schedule for all tested areas.</b>				<b>\$0.00</b>
<b>29</b>	<b>G1.B3.S4.A1</b>	<b>Set up after school tutorial schedule.</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$3,000.00
			<i>Notes: After school math tutoring</i>			
<b>30</b>	<b>G1.B3.S5.A1</b>	<b>Select teachers for math curriculum mapping during school year.</b>				<b>\$2,392.83</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$2,392.83
			<i>Notes: 15 hours</i>			
<b>31</b>	<b>G1.B3.S6.A1</b>	<b>Schedule targeted learning walks within the departments.</b>				<b>\$0.00</b>
<b>32</b>	<b>G1.B3.S7.A1</b>	<b>Teachers choose and are selected for PD throughout the year to attend in order to bring back information and trainings on the latest strategies to boost student achievement.</b>				<b>\$0.00</b>

33	G1.B3.S8.A1	<b>Order classroom technology to help support initiatives that are in place to increase students' algebraic and geometric comprehension.</b>				<b>\$0.00</b>
34	G1.B3.S9.A1	<b>Order classroom materials to help support initiatives that are in place to increase students' ability to manipulate and understand complex algebraic and geometric concepts.</b>				<b>\$2,302.11</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$2,302.11
			<i>Notes: Classroom materials to support goal to include: paper and ink for classroom use, calculators, pens, pencils, highlighter, markers, post-it notes, chart paper, binders folders, laminating film, crates for student portfolios, dry erase boards, labels, head sets, replacement mice, tape, staples, staplers, dividers, math manipulatives, and calculators, whiteboards, whiteboard markers</i>			
35	G1.B4.S1.A1	<b>Kerry McKeithen will tutor and mentor at risk seniors who are not on track to graduate during Ms. Tenenbaum's class and throughout the school day.</b>				<b>\$36,298.74</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$36,298.74
			<i>Notes: Kerry McKeithen Academic tutor</i>			
36	G2.B1.S2.A1	<b>Find and hire a qualified social services facilitator.</b>				<b>\$36,922.61</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$36,922.61
			<i>Notes: Student Services Facilitator.</i>			
37	G2.B2.S1.A1	<b>Order AVID supplies (notebooks, binders, highlighters, post-its, composition books, dividers, pencils, pens, paper, ink, markers)</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Other		\$0.00
			<i>Notes: Classroom materials to support goal to include: paper and ink for classroom use, calculators, pens, pencils, highlighter, markers, post-it notes, chart paper, binders folders, laminating film, crates for student portfolios, dry erase boards, labels, head sets, replacement mice, tape, staples, staplers, dividers, math manipulatives, and i-pad covers.</i>			
38	G2.B2.S1.A2	<b>Hire tutors to help support the AVID students with their classes.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1361 - John I. Leonard High School	Title I, Part A		\$0.00
			<i>Notes: AVID tutors and benefits</i>			
39	G2.B3.S1.A1	<b>Quarterly newspapers will be created by English department.</b>				<b>\$4,240.00</b>

**Palm Beach - 1361 - John I. Leonard High School - 2016-17 SIP**  
*John I. Leonard High School*

	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			1361 - John I. Leonard High School	Title I, Part A		\$2,240.00	
<i>Notes: Quarterly newsletters at 560.00 each time. Printing external</i>							
			1361 - John I. Leonard High School	Title I, Part A		\$2,000.00	
<i>Notes: Postage and freight for newsletters</i>							
<b>40</b>	<b>G2.B3.S2.A1</b>	<b>Teachers provide PD to parents.</b>					<b>\$2,800.01</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			1361 - John I. Leonard High School	Title I, Part A		\$2,500.01	
<i>Notes: Teacher pay for PD</i>							
			1361 - John I. Leonard High School	Title I, Part A		\$300.00	
<i>Notes: CLFs at parent training's/meetings.</i>							
<b>41</b>	<b>G2.B3.S2.A2</b>	<b>Food will be provided at Parent trainings</b>					<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			District-Wide	Title I, Part A		\$500.00	
<i>Notes: Food for meetings</i>							
<b>42</b>	<b>G2.B3.S2.A3</b>	<b>Materials will be provided to parents at the trainings.</b>					<b>\$3,067.06</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			1361 - John I. Leonard High School	Title I, Part A		\$3,067.06	
<i>Notes: Supplies for parent meetings to include: paper, ink, markers, chart paper, pencils and pens.</i>							
<b>43</b>	<b>G2.B3.S3.A1</b>	<b>Increase fliers and calls home to parents about upcoming events.</b>					<b>\$3,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			1361 - John I. Leonard High School	Title I, Part A		\$1,000.00	
<i>Notes: Materials to send home to parents for increased communication.</i>							
			1361 - John I. Leonard High School	Title I, Part A		\$2,500.00	
<i>Notes: postage and freight for materials sent home.</i>							
<b>44</b>	<b>G2.B3.S3.A2</b>	<b>Order supplies to update and service current translation equipment for parent meetings.</b>					<b>\$100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	



Palm Beach - 1361 - John I. Leonard High School - 2016-17 SIP  
John I. Leonard High School

			1361 - John I. Leonard High School			\$100.00
<b>Total:</b>						<b>\$755,811.45</b>