John I. Leonard High School

2022-23 Schoolwide Improvement Plan

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John I. Leonard High School

4701 10TH AVE N, Greenacres, FL 33463

https://jilh.palmbeachschools.org

Demographics

Principal: JesÚs Armas

Start Date for this Principal: 7/27/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: B (55%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

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

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Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Armas, Jesus	Principal	Oversee the daily operation of the school Supervise all school based personnel Monitor Instructional Leaders Manage the budget Ensure implementation of the District Strategic Plan Monitor Instruction, Systems and Culture SAC member
Anderson, Ernest	Assistant Principal	Title I School Improvement Plan Testing Handbooks Announcements SwPBS Coordinator Day custodial staff Departments - Physical Education, Arts/ Performing Arts, World Languages
Fuller, Moody	Assistant Principal	Student Services Security/Supervision Safety Drills Mental Health Support Alt. Ed./Expulsions Keys AVID Threat Assessments IDs Athletics SBT Department(s) - Social Studies
Scholze, Lewis	Assistant Principal	Curriculum Master Board Edgenuity Graduation Cohorts Open House Immunization 5 Star Registrations Substitute Teachers Media Center SBT Department(s) - Counseling Services, Science
Hess, Jenalee	Assistant Principal	Transportation Staff Recognition SEL AP/AICE

Name	Position Title	Job Duties and Responsibilities
		Title IX Suite 360 SBT Department(s) - Math, ESE
VonWerne, Gwen	Assistant Principal	Textbooks Activities ESP Student Recognition Faculty PD Industry Certification Program Departments(s) - Vocational/ Business, ESOL
Giraldo, Sandra	Assistant Principal	Commencement SAC Mass Communication Truancy/Tardies Faculty/Staff Training Financial Obligations Marquee Technology Accreditation SBT Department(s) - English, Reading
Silverman, Valarie	Assistant Principal	Facilities Leases Calendar After School Supervision School Inventory Safety Reports

Demographic Information

Principal start date
Wednesday 7/27/2022, JesÚs Armas

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
34

Total number of teacher positions allocated to the school

179

Total number of students enrolled at the school

3,531

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

43

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

35

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	974	911	893	754	3532
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	292	197	228	169	886
One or more suspensions	0	0	0	0	0	0	0	0	0	127	111	65	43	346
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	286	250	194	730
Course failure in Math	0	0	0	0	0	0	0	0	0	0	207	256	297	760
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	382	344	313	274	1313
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	405	313	32	72	822
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	337	331	202	212	1082

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	385	417	334	316	1452

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	163	90	95	107	455
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	4	2	15	39

Date this data was collected or last updated

Thursday 8/25/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	873	956	895	842	3566
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	70	96	114	117	397
One or more suspensions	0	0	0	0	0	0	0	0	0	42	12	8	3	65
Course failure in ELA	0	0	0	0	0	0	0	0	0	192	429	472	426	1519
Course failure in Math	0	0	0	0	0	0	0	0	0	130	408	451	472	1461
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	380	273	344	171	1168
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	16	156	142	100	414
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	557	563	0	0	1120

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	185	411	450	433	1479

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	98	109	111	107	425
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	5	3	20	33

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	873	956	895	842	3566
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	70	96	114	117	397
One or more suspensions	0	0	0	0	0	0	0	0	0	42	12	8	3	65
Course failure in ELA	0	0	0	0	0	0	0	0	0	192	429	472	426	1519
Course failure in Math	0	0	0	0	0	0	0	0	0	130	408	451	472	1461
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	380	273	344	171	1168
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	16	156	142	100	414
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	557	563	0	0	1120

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Indicator	Grade Level													Total
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	98	109	111	107	425
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	5	3	20	33

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	36%	55%	51%				40%	57%	56%
ELA Learning Gains	48%						44%	51%	51%
ELA Lowest 25th Percentile	40%						36%	43%	42%
Math Achievement	26%	42%	38%				40%	54%	51%
Math Learning Gains	53%						49%	45%	48%
Math Lowest 25th Percentile	65%						47%	43%	45%
Science Achievement	58%	43%	40%				73%	73%	68%
Social Studies Achievement	59%	53%	48%				69%	74%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	69%	-2%	67%	0%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	69%	-6%	70%	-7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	64%	-35%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	60%	-14%	57%	-11%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	19	44	43	19	50	67	27	43		93	23
ELL	16	41	40	19	54	64	37	28		87	72
AMI	10	30									
ASN	75	63						86		100	79
BLK	32	45	39	20	47	67	52	57		98	55
HSP	36	49	40	26	53	64	58	58		92	68
MUL	26	29		25						94	75
WHT	41	48	31	37	59	64	63	64		89	55
FRL	34	47	40	24	51	66	56	57		94	63

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	28	22	11	19	22	32	33		98	33
ELL	15	35	35	11	18	22	31	25		89	63
ASN	63	50						92			
BLK	36	39	31	14	19	27	41	47		95	49
HSP	36	40	31	17	16	19	50	49		93	67
MUL	44	44		25	21						
WHT	44	42	38	27	21	14	74	57		94	78
FRL	34	39	32	16	16	20	47	49		94	64

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	33	32	26	41	36	41	53		93	24
ELL	16	36	34	34	52	49	55	50		85	49
ASN	64	46		53	46		89			95	100
BLK	32	38	38	36	46	45	69	64		95	44
HSP	39	45	36	41	50	47	72	68		93	56
MUL	64	75		20						100	62
WHT	48	51	35	47	52	56	87	82		90	55
FRL	38	43	36	40	49	48	72	68		93	52

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	590
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	20
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

There were some significant gains in a number of content areas and subgroups between 2021 and 2022. Math achievement, Learning Gains, and Learning Gains for the L25% dominated our areas of growth across all subgroups. These gains may be attributed to our targeted support of instruction and planning within our mathematics department. We provided additional push in support for the Algebra and Geometry classes including additional teacher support for SWD classes. We recognize that SEL and positive relationships played a significant role in engaging our students. Engagement and non-participation were significant factors impacting growth the previous year.

Though gains in most areas and subgroups were present, there were some areas that showed a decrease in achievement. Science achievement decreased in two subgroups, SWD students and White students. Though ELA Learning gains and ELA Learning gains in the L25% were higher, overall ELA achievement decreased or remained flat in most subgroups. The Multicultural subgroup dropped most significantly in ELA Achievement from 44% in 2021 to 26% in 2022. We also recognized a decline in the graduation rates of SWD 98% to 93%, ELL 89% to 87%, and Hispanic 93% to 92%, subgroups. College and Career acceleration increased in most subgroups with a drop among White 78% to 55% and FRL

64% to 63% students. In addition, our Native American students were below the 41% federal index threshold at 20%.

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

ELA Achievement and ELA Learning gains showed the greatest decline among multicultural students going from 44% in 2021 to 26% in 2022 and 44% to 29%, respectively. In addition, Science Achievement among SWD students declined from 32% to 27% and White students declined in the same area going from 74% to 63%. Graduation rate also declined among SWD students from 98% to 93% and ELL students declining from 89% to 87%. Finally, there was a significant decline in College & Career acceleration among White students, 78% declined to 55%. Based on this data combined with the number of students in each cohort, the greatest need for improvement is our continued focus on the graduation rate for all students, with targeted support for our ELL students, and continued growth for College & Career acceleration among all subgroups.

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

English Language Learners continue to face great challenges to meet the increasing requirements for graduation, both in literacy and mathematics. Research demonstrates that students are more likely to meet with College & Career success having experienced instruction in rigorous courses. However, in order to meet with success in those courses, additional educational supports are necessary, such as availability of instruction on home language, educational support through AVID, and other interventions, both targeted and UDL, in order to meet the needs of individual learners. In addition to language barriers, students experienced high absenteeism and other social mitigating factors that contributed to interrupting classroom instruction. In addition to our current interventions, bi-lingual education services, common planning among teacher groups, in classroom and beyond classroom educational support, we see an additional need to take action to promote community and resource support to our families. We are including additional social services support and community resource support as well as Graduation and College planning support. We are implementing additional instructional support to raise classroom rigor combined with ongoing and task driven professional learning community focus for all of our staff.

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

Our SWD students demonstrated considerable growth in all achievement areas with the exception of science. ELA Learning Gains and Learning Gains L25% increase 24% and 21%, respectively. For Math Learning Gains and Learning Gains L25%, SWD students increased 31% and 45%, respectively. In addition to those gains, almost all subgroups of students demonstrated gains in all areas with few exceptions. ELA learning gains and learning gains L25 among ELL students increased 5-6% and 40+% in math learning gains and L25%. Black and Hispanic subgroups saw similar gains in both ELA Learning gains, L25% learning gains, with similar significant growth in math learning gains. FRL students also saw significant gains in both ELA Learning gains and Math Learning gains, increasing from 32% to 40% among the L25% in ELA and 16% to 51% in math learning gains and 20% to 66% in Learning gains among the L25%.

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

Our professional development team focused their attention on developing teachers awareness of providing and monitoring accommodations for students and improving communication with families in regards to student IEPs. This included specific classroom strategies in order to support the accommodated needs of students with IEPs. Our teachers worked collaboratively during PLCs in order

to review assessment data and plan to meet the needs of all learners. In addition, we planned and implemented school wide interventions for students that needed to meet concordant scores for graduation requirements, both in Reading and Math. Administration monitored school wide data and worked collaboratively with the instructional support team to meet the needs of our learners.

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

Continued and focused growth of our PLC initiatives by providing direct professional development and implementation of best practices into the teacher work day. Inclusion of our Single School Culture coordinator to support schoolwide literacy and PLC best practices throughout content areas. Additional mental health and social services personal to support student wellness and learning. Additional classroom teachers through Title I in order to lower class sizes and provide direct instructional support in high needs content areas and advanced courses. These strategies combined with our continued efforts to support teacher implementation of accommodations for students will continue to accelerate student learning.

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

Professional development that focuses on PLC development and implementation of the continuous learning model throughout content areas and across curriculums. Professional development will focus on analyzing school wide data from FSQs, USAs, PBPAs, PSAT, SAT, and ACT assessments, as well as data from Progress Monitoring assessments in order to improve planning and implement remediation for learning needs. We have employed a Single School Culture coordinator that will be able to provide targeted PD to each PLC based on their individual needs. With the help of SAC input we will also be implementing parent trainings throughout the school year including grade level nights to discuss the importance of different milestones that are specific to each grade. These trainings will help support the classroom because parents will be able to add extra support at home of school expectations.

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

The addition of these instructional leadership roles - Single School Culture coordinator, College Admissions Advisor, social services facilitators, community resource facilitator, and support math teachers, will ensure our faculty, students, and parents receive continued support for sustainable improvement for the school year and beyond.

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

:

#1. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we improve relevant targeted instruction to meet the needs of all students with emphasis on SWD students across ELA, Math, Science, and Social Studies and ELL students, then the graduation rate will increase. After our analysis our data showed that our lowest performing cell FY22 was Science achievement by students with disabilities at 27%, a 5% decline, in addition to a 5% decline in Graduation rate of SWD students and a 2% decline in Graduation rate among ELL students. It should be noted that the MUL subgroup posted a significant decline in ELA achievement and Learning Gains, 44% to 26% and 44% to 29%. It should also be noted that our Native American students were below the 41% threshold at only 20%. We plan on providing targeted oversight for these subgroups (multicultural and Native American) by identifying these students and creating collaborative opportunities to provide support based on individual needs (SBT). With targeted in class instruction and remediation, students will be more supported in the areas of weakness which in turn will yield positive results and a higher graduation rate.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to raise our FPPI students with disabilities graduation rate to 96% and ELL graduation rate to 90% in FY23. To accomplish this we have set the following school goals: ELA Goals: Proficiency: 36% to 38% in February, 2023 and 40% in May 2023, Learning Gains: 48% to 49% in February, 2023 and 51% in May, 2023, and Low 25% LG: 40% to 41% in February, 2023 and 43% in May, 2023; Math Goals: Proficiency: 26% to 27% in February, 2023 and 29% in May, 2023, Learning Gains: 53% to 54% in February, 2023 and 56% in May, 2023, and Low 25% LG: 65% to 66% in February, 2023 and 68% in May, 2023; Science Goal: Proficiency 58% to 59% in February, 2023 and 61% in May, 2023; and US History Goal: 59% to 60% in February, 2023, and 62% in May, 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Bi-weekly PLCs 2. Targeted pull-outs 3. Professional development 4. Every Tuesday a curriculum monitoring meeting is held where the following is discussed: individual teacher scores, school data verses like schools, standards that are being taught that week, pacing charts, areas of weakness, upcoming common assessments, remediation action plans, boot camp action plans, and pull-outs 5.) Administrative staff will monitor their respective departments to ensure fidelity of the the implementation of the action steps: Ms. Von Werne-Computers/Vocational and new teachers, Mrs. Hess-Math/ESE, Dr. Fuller-Social Studies, Mr. Scholze-Science/Guidance, Mrs. Girlado-English & Reading, Mr. Anderson-World Languages/Art/Performing Arts/PE 6.) Weekly administrative monitoring meetings will be held to review the action plan and strategies described above by school principal. These outcomes will be monitored through diagnostic assessment tools as outlined and reviewed using our district aligned assessment schedule, including school level instructional leadership team data reviews on a monthly basis. A midyear review and update will be provided to all stakeholders in February and a end of year review in May.
Person responsible	Ernest Anderson (ernest.anderson@palmbeachschools.org)

for monitoring outcome:	
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1.)We institute common planning to promote strong PLC's with a strong PLC Leader and Learning Team Facilitator. We will embed meaningful PD. Google Classroom is set up for lesson plan creation and sharing among teachers. 2.)US History we will 30 minutes of revising knowledge and test correct using NGSQ's into every class, Cram Bash, and ESE teachers provide push in's and pull out support. 3.) English II and in Intensive Reading students are doubled up for daily literacy instruction. Utilize Keys to Literacy foundational writing skills instruction. Math has also ordered hand-on supplies including whiteboards for every classroom in order to get back-to-basics, and hired an Algebra 1 push-in teacher. 4.)All core classes will use: Teacher tracking and data chats with students, Targeted remediation on weak standards. We will offer after school and lunch time tutoring for struggling students in Math, English, Biology, and US History in person and virtually.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1.) PLCs are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. 2.) We have seen reliable learning gains using this methodology. 4.) Standards based teaching and learning ensures increased instructional focus and more targeted learning plans for each learner.

Action Steps to Implement

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

Regular instructional team leader meetings in order to review data and implement changes as necessary to reach desired outcomes.

Person Responsible	Lewis Scholze (lewis.scholze@palmbeachschools.org)

Regular PLC professional development and implementation.

Person Responsible	Gwen VonWerne (gwen.vonwerne@palmbeachschools.org)

Graduation task force and data review team.

Person Responsible	Jesus Armas (jesus.armas@palmbeachschools.org)

Positive Culture & Environment

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

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

John I. Leonard High School will host numerous parent meetings and workshops throughout the year. 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, SIS Gateway and quarterly newsletters. All first year ELL students will be in a language acquisition class to assist in their transition to John I. Leonard. All incoming 9th grade students will receive freshmen orientation before the start of school. Open House will also be held to assist in the transition into John I. Leonard late September. The School-Wide positive behavior team and stakeholders provide opportunities for students to be recognized and rewarded for success and modeling desired behaviors as outlined by the school universal guidelines and positive behavior matrix. In addition to rewards and recognitions, our team members build an inclusive positive environment through activities that support positive social and emotional learning and interactions. These activities are implemented on a regular basis through clubs, organizations, extracurricular activities, and during common times such as lunch activities. John I Leonard offers career academies to prepare students for careers right out of high school as well. The Computer Technology Academy 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. 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 school also offers a Respiratory Care/ Medical Academy. The students enrolled in the academy will be fully dual enrolled by their senior year and will be licensed phlebotomists as well as jump started toward a respiratory degree by graduation. Our AICE program has now been recognized as the 5th largest program in the country. We are of the mindset at John I. Leonard High that every student deserves a chance to experience a college level course sometime during their high school career. We also offer several AP courses to achieve this goal. Another option we offer students are courses that culminate with an industry certification. Industry certifications we offer are: culinary, early childhood, fashion, Adobe, Microsoft Word, PowerPoint, Excel, Outlook, CIW and Autocad and medical-CPR/EKG/ EEG, cyber security.

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

Our faculty and staff are led by our Positive Behavior support team consisting of teacher leaders and other staff members, including student body representation. Decisions that guide our single school culture are made inclusively through regular monthly meetings. The teams review discipline data, create guides for recognizing positive behavior, and implementation of reward systems for recognition.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to

develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09
Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week".

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

(c) Women's Contribution
(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone and may also be integrated into other core subjects. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.