
Title I Comprehensive Schoolwide Plan
SANTALUCES COMMUNITY HIGH (1611)

ELA

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

1. List prioritized needs statements.

SY2022 - ELA Achievement: 39%; SY2022 - ELA Learning Gains: 47%, SY2022 - ELA Learning Gains of Lowest 25% - 43% SY2023 - FAST Achievement Level - 9th grade: PM#2 - 23%; 10th grade: PM #2 - 28%; PM data shows 9th and 10th grade students struggle with Reading Across Genres Vocabulary We are 16% lower than our achievement goal.

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

Students struggle with reading comprehension. Many students are not passing State assessments to meet Reading graduation requirements. Post-pandemic, many students are experiencing significant learning gaps. Parents do not know the various assessments students take throughout the year.

3. Share possible solutions that address the root causes.

Provide Professional Development that focuses on building the instructional capacity of ELA and Reading teachers (example, scaffolding benchmarks, how to analyze student data and differentiate instruction based on student data, how to increase the level of engagement and student motivation). Professional Development that focuses on effective strategies to support students with IEP/504 Plans. Professional Development on small groups and differentiated instruction. Host parent training meetings throughout the year. Increase parent attendance. Access to Social Emotional Learning for all students, incorporating skills that enable students to develop coping/decompressing strategies. Increase Extended Learning Opportunities for students.

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

Reading teachers will send home weekly Reading tracking sheets where students are required to complete lessons in Reading Plus weekly. Weekly emails from the Principal in the three primary languages in regards to upcoming ELA testing.

- **Parent Training**

Parent training to inform parents about the various standardized ELA assessments students will take at each grade level. Train parents on ELA Progress Monitoring assessments, ACT, and SAT. Teach parents how to track and monitor student progress using SIS. Parent training on how to support reading outside of school.

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

- **School**

Recognize students who show improvements in ELA data. Provide ELA Extended Learning Opportunities for students.

- **Students**

Attend ELA courses consistently. Require students to review ELA data regularly. Engage fully in ELA class learning activities. Check English and Reading grades frequently in SIS. Participate in ELA tutorials.

- **Parents**

Attend ELA parent informational trainings. Check student English and Reading grades in SIS regularly. Encourage students to read at least one novel each marking period. Support English and Reading teachers by following up on assignments with their student at home. Encourage students to attend and participate in ELA tutorials.

- **Staff Training**

Staff training on how to infuse literacy throughout various courses.

- **Accessibility**

Implement monthly automatic calls or emails update to our ESE and ELL families regarding ELA assessments. ESE contact will attend parent training on ELA assessments to provide support to families. ESOL coordinator and Culture Language Facilitators (CLF) will attend parent trainings relating to ELA assessments to support families with language translations. Continue to advertise and hire a CLF - Creole to assist students in ELA courses. Host parent trainings in wheelchair accessible places on campus when we host trainings regarding ELA assessments and other ELA topics.

Math

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

1. List prioritized needs statements.

SY2023 Algebra 1 Midterm Results Achievement - 1% of students scored at proficient levels; students primarily struggled with linear equations, functions and inequalities with one and two variables, and operations with expressions involving exponents, radicals or logarithms SY2023 Geometry Midterm Results Achievement - 20% of students scored at proficient levels; students primarily struggled with properties of transformation

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

Post-pandemic, many students have experienced significant gaps of learning. Many students are not passing State assessments to meet Algebra 1 graduation requirements. Students struggle with basic math skills such as integers, exponents, fractions, variables, and multistep equations. Some students are not motivated to participate in Math courses. Some students skip Math classes.

3. Share possible solutions that address the root causes.

Hire additional Math teachers to reduce class sizes. Resources to teach Math ACT and SAT strategies. Training for ELL Math teachers on how to incorporate ELL instructional strategies to Math students who are English Language Learners. PD on effective strategies to support students with IEP/504 Plans and how to access their educational plans in Edplan. Provide access to technology in Algebra and Geometry classes. Pay teachers to provide Extended Learning Opportunities for students in Algebra and Geometry. Schedule students who need concordant scores in Math courses that focuses on SAT and ACT practices.

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

- **Communication**

Geometry teachers will utilize Google Classroom to post formula sheet and video recordings of lessons. Parents have access to student's Google Classrooms. Weekly emails from the Principal in all different languages regarding Math assessments and tutoring throughout the year.

- **Parent Training**

Parent training to inform parents about the various Math assessments students will take at each grade level. Teach parents how to track and monitor student progress on Math assessments throughout the year using SIS and Performance Matters. Parent training on how to support Math outside of school (example: utilize the District's Paper Tutor program), encourage students to attend tutorials and Math boot camps.

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

- **School**

Recognize students who show improvements in Math District Assessments. Provide Math Extended Learning Opportunities for students.

- **Students**

Check Math grades every other Friday in SIS. Participate in Math tutorials. Complete IXL, Math Nation, Khan Academy, and Edgenuity web-based lessons at home.

- **Parents**

Ensure your student(s) work on lessons assigned in IXL, Math Nation, Khan Academy, and Edgenuity web-based programs at home. Specifics are shared in teacher's Google Classroom as to when the above listed computer based assignments are given.

- **Staff Training**

Provide Math teachers with support on new Math B.E.S.T standards and scaffolding standards by bringing in District Math Instructional Leaders to conduct training sessions. Train Math teachers on digital Math programs (i.e. IXL, Khan Academy).

- **Accessibility**

Implement monthly automatic calls or emails updates to our ESE and ELL families regarding Math assessments. ESE contact will attend parent training on Math assessments to provide support to families. ESOL coordinator and Culture Language Facilitators (CLF) will attend parent trainings relating to Math assessments to support families with language translations. Continue to advertise and hire a CLF - Creole to assist students in Math courses. Host parent trainings in wheel chair accessible places on campus when we host trainings regarding Math assessments and other Math topics.

Science

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

1. List prioritized needs statements.

SY2023 - Biology Semester Exam - 23% of students scored at proficiency. Students struggled with Biology vocabulary. The top priority is to increase proficiency in Biology to 70%. In order to increase proficiency in Biology, students must show an increase in reading comprehension and fluency skills, and academic vocabulary.

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

ELA strategies should be implemented in Biology courses consistently. Biology classes that have Support Facilitation teachers should differentiate instruction. New teachers to the profession and not knowing how to effectively deliver Biology content to students. Academic vocabulary according to tested benchmarks should be used more to increase student comprehension. To support academic achievement, parents need additional language support. Incentives for students participating in Extended Learning Opportunities (tutoring). As a result of the pandemic, many students have experienced larger gaps of learning for not being on a school campus.

3. Share possible solutions that address the root causes.

Professional Development will be provided which will focus on incorporating ELA and test-taking strategies into the curriculum. Professional Development will be provided to build capacity in IEP/504 Support facilitation classes. Increase access to technology to assist with academic vocabulary. Offer Extended Learning Opportunities for Biology students during the first semester. Grant access to interactive scientific labs (LabSter or Gizmos). Continue the integration of interactive readers.

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

- **Communication**

Science teachers will email parents biweekly their students' grades. Biology teachers will email parents their students' performance assessments results as they become available throughout the year. Quarterly newsletter will include Science tutorials throughout the year.

- **Parent Training**

Parent training to inform parents about the various Science assessments students will take at each grade level. Teach parents how to track and monitor student progress on Science Assessments using SIS.

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

- **School**

Recognize students who show improvements in Biology data by presenting students with incentives throughout the year (examples: bonus points, homework passes, or class recognitions). Details will be discussed and decided by teachers during weekly Biology PLC meetings. Provide Science Extended Learning Opportunities for students.

- **Students**

Attend Science classes regularly. Engage fully in Science learning activities. Check Science grades in SIS and performance data in PM frequently. Participate in Science tutorials.

- **Parents**

Check students' Science grades and performance on Science assessments in SIS. Encourage students to attend and participate in Science tutorials as they become available throughout the year.

- **Staff Training**

Science EOC, AP, and AICE courses: train teachers on Science standards, assessments, and supplemental resources.

- **Accessibility**

Host parent trainings in wheel chair accessible places on campus when we host trainings regarding Science assessments and other Science related topics. Provide parents with Science curriculum material upon request.

Social Studies

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

1. **List prioritized needs statements.**

SY2023 - US History Semester Exam - 41% of students scored at proficiency. Students struggled with examining the impact of United States foreign economic policy during the 1920s. The top priority is to increase proficiency in US History to 70%. In order to increase proficiency in US History, students must show an increase in reading comprehension and fluency skills, and academic vocabulary.

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

ELA strategies should be implemented in US History courses consistently. US History classes that have Support Facilitation teachers should differentiate instruction. New teachers to the District and first time working at the high school level. Teachers need professional development on various ways on how to differentiate instruction and utilize intentional small group instruction. Academic vocabulary according to tested benchmarks should be used more to increase student comprehension. ELL parents need additional language support in understanding standardized testing and how tests affect graduation. Incentives for students attending Extended Learning Opportunities throughout the year. As a result of the pandemic, many students have experienced large gaps of learning for not being on campus.

3. Share possible solutions that address the root causes.

Retention of World History teachers. Professional Development will be provided which will focus on incorporating ELA and test-taking strategies into the curriculum. Professional Development will be provided which will build capacity in IEP/504 Support facilitation classes. Increase access to technology to assist with academic vocabulary. Continue to offer Extended Learning Opportunities for US History students throughout the year. Professional Development on Content Literacy Strategies for all new World History teachers. Train teachers on technology (programs) aimed at assisting teachers with monitoring student learning.

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

- **Communication**

Social Studies teachers will conduct monthly data tracking chats using students' performance on District Assessments. Data tracking spreadsheets will be posted in teachers' Google Classrooms. Social Studies teachers will email parents biweekly their students grades. Social Studies teachers will email parents their students performance assessments results as they become available throughout the year. Quarterly newsletter will include Social Studies tutorials throughout the year.

- **Parent Training**

Parent training to inform parents about the various Social Studies assessments students will take at each grade level. Teach parents how to track and monitor student progress on Social Studies assessments using SIS.

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

- **School**

Recognize students who show improvements in Social Studies data by presenting students with incentives throughout the year (examples: bonus points, homework passes, or class recognitions). Details will be discussed and decided by teachers during weekly Social Studies PLC meetings. Provide Social Studies Extended Learning Opportunities for students.

- **Students**

Attend Social Studies classes regularly. Engage fully in Social Studies learning activities. Check Social Studies grades in SIS and performance data in PM frequently. Participate in Social Studies tutorials.

- **Parents**

Check students' Social Studies grades and performance on Social Studies assessments in SIS. Encourage students to attend and participate in Social Studies tutorials as they become available throughout the year.

- **Staff Training**

Social Studies EOC, AP, and AICE courses: train teachers on Social Studies standards, assessments, and supplemental resources.

- **Accessibility**

US History and AICE/AP Social Studies teachers will upload tutorial videos in Google Classrooms where parents can access videos. Host parent trainings in wheelchair accessible places on campus when we host trainings regarding Social Studies assessments and other Social Studies related topics. Provide parents with Social Studies curriculum material in Google Classroom.

Acceleration Success

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

1. List prioritized needs statements.

61% enrolled in accelerated courses. SY22 50% of students enrolled in accelerated courses earned a passing score on their end of course exams.

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

Three of the Industry certification teachers have less than three years of teaching experience in their field. Teacher knowledge of the test and testing platforms in Industry Certification courses. Lack of adequate technology for classes that use the Mac Computers. Parents are unaware of the benefits of accelerated course work. Due to previous grades, test history, and/or cultural barriers, teachers do not feel that students will be successful in accelerated courses. Lack of tutoring available to students who are in accelerated courses. Lack of collaboration with other teachers to adequately and effectively plan lessons.

3. Share possible solutions that address the root causes.

Increase course enrollment & course sections (AICE Marine, AICE Global Perspectives, AICE Travel & Tourism) Vertical Planning with feeder schools, promote and support Pre-AICE and Pre-AP programs CTE - clear pathway for all academies AICE - clear pathway for all (parents, teachers, and students) Acceleration Parent Night in Fall and Spring Meet with teachers and continuously develop the pathway in conjunction to course selection process Provide second semester Extended learning opportunities for students across all AICE/AP subject area Continue fostering AICE/AP teachers collaboration with other teachers and providing access to resources

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

• Communication

School will host an Acceleration and Curriculum Parent Night each semester.

• Parent Training

Host Curriculum and Acceleration Parent Night Training that focuses on courses offered, how to select accelerated courses that align with students' future goals, and how to support students in accelerated courses. Parent training sessions that will assist parents with navigating through the Dual Enrollment/Early Admit process.

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

- **School**

We will require all students to enroll in one or more accelerated and/or industry certified courses prior to their senior year. We will ensure that all students are placed in accelerated courses based on their potential. We will ensure that all students receive Extended Learning Opportunities. Support teachers who are teaching accelerated courses. Provide additional accelerated courses based on PSAT results, student requests, and teacher recommendations Offer more academic elective courses which require students to sharpen reading, writing, and critical thinking skills. Provide Fall and Spring parent nights.

- **Students**

Attend Extended Learning Opportunity sessions for their accelerated course. When placed in accelerated courses, be optimistic. Monitor their progression along the accelerated track.

- **Parents**

Attend Accelerated and Curriculum parent training sessions. Review accelerated syllabi with students. Encourage students to remain in accelerated courses.

- **Staff Training**

Staff training that will focus on equity and access for all students.

- **Accessibility**

Provide translated materials (i.e parent night, emails) in communications to parents. ESE contact will attend parent training to provide support to families. ESE contact and CLF's will attend parent training sessions to support families with language translations and accommodations. ESOL coordinator and Culture Language Facilitators (CLF) will attend parent trainings to support families with language translations. Continue to advertise and hire a CLF - Creole. Host parent trainings in wheelchair accessible places on campus.

Graduation Rate

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

1. List prioritized needs statements.

98% of our seniors graduated in May of 2022. 38% of our students missed eleven or more were absent from school. 39% of our students are projected to score at proficiency on FAST (ELA) PM#2. 41% of our students failed at least one course the second quarter. 39% of our students failed at least once during the third quarter.

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

Student attendance. Some students lack motivation. Some students do not complete graduation requirements by not earning proficiency scores on the 10th Grade ELA assessments and/or Algebra 1. Some students fail multiple core classes.

3. Share possible solutions that address the root causes.

Equip 11th and 12th grade ELA and/or Reading teachers with ACT and SAT prep materials. Hire a reading coach to work with teachers and at-risk students throughout the year. Provide training for ESSIR Math Resource coach. Host parent night training sessions regarding students' graduation status. Common planning periods for teachers who teach ELA, Reading, Algebra 1, US History, and Biology courses. Mentoring for at-risk students.

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

• **Communication**

Parents' contact information will be uploaded into a system used for tracking tardiness. Parents will receive daily notifications if their student is tardy to class. Guidance Department will mail letters home to parents of students who are exceeding absence limits each quarterly. Guidance Department will mail letters home to students who are failing classes with the list of class(es) students are failing. Principal will continue to email parents regarding upcoming assessments highlighting the ones which affect graduation.

• **Parent Training**

Parent training night program regarding their students' graduation status.

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

- **School**

Schedule parent/student/teacher/school counselor/AP meetings throughout the year with a focus on students' graduation status, attendance, academics, and behavior. Track students' grades, credits earned, and graduation requirements throughout the year. Provide ELA and Algebra 1 tutorials throughout the year.

- **Students**

Attend school regularly. Engage fully in class learning activities. Check grades frequently in SIS. Participate in Extended Learning Opportunities and extracurricular activities. Register for and take ACT and SAT assessments. Progress monitor student credits earned, grades, assessments passed, and attendance in SIS regularly. Know your student's school counselor and assistant principal each year so that you know your graduation support team.

- **Parents**

Attend parent graduation status conferences and training sessions. Progress monitor student credits earned, grades, assessments passed, and attendance in SIS regularly. Ensure all contact information is accurate. Know your student's school counselor and assistant principal each year.

- **Staff Training**

Staff training regarding the various graduation requirements. This will assist with improving the number of students who are on track to graduate. Staff training on how to infuse literacy throughout various courses therefore increasing pass rates on ELA assessments which will increase the number of students who will meet the Reading Mastery component for graduation. Staff training on how to use SIS and parentlink to communicate effectively and consistently with parents throughout the year regarding students graduation status.

- **Accessibility**

ESOL coordinator and Culture Language Facilitators (CLF) will attend parent trainings to support families with language translations. Continue to advertise and hire a CLF - Creole. Provide translated materials in communications to parents regarding graduation requirements and status.

Action Step: Classroom Instruction

Provide students with increased access to instructional support through: lowering average class sizes in intensive classes and those focused upon remediation, responsive technology to individualize learning, tutorial opportunities outside of the school day, and providing necessary targeted instructional materials.

Budget Total: \$805,125.36

Acct Description	Description										
Classroom Teacher	High School Health Teacher - Support mental Health to assist students with healthy coping skills, intervention identification of emotions and creating healthy habits. Students will receive Skills for Learning and Life Instruction as well organizational and life skills JC 51100										
Classroom Teacher	Intensive Reading Teacher will provide differentiated instruction in Reading for the Lowest 25 in grades 9 and 10, focusing on support for students in smaller groups for more effective impact on student success										
Classroom Teacher	Intensive math teacher to provide double down for level 1 and level 2 students in Algebra 1 to provide intensive support in aim to assist students in reaching acceptable concordant or retake score.										
Extra Periods	Full year extra periods for Algebra, Biology, US History, Geometry, English 9-12, HOPE/Personal Fitness 23 @ \$4,500 each										
Educational consultants	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Latinos in Action</td> <td>1</td> <td>\$2,000.00</td> <td>Original</td> <td>\$2,000.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Latinos in Action	1	\$2,000.00	Original	\$2,000.00
	Item	Quantity	Rate	Type	Total						
Latinos in Action	1	\$2,000.00	Original	\$2,000.00							
Social Service Facilitator	.5 (5150) / .5 (6152) Split - The social service facilitator will support the needs of life skills learning for student in grades nine (9) through twelve (12) through one-on-one classroom support, small groups, classroom visits, progress monitoring for academics, behavioral referrals for comprehensive wrap around services, and the overall collaboration with school counselors, co-located therapist, school behavioral health professionals, parent and community stakeholders.										

Acct Description	Description																																			
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="436 219 1470 292">Item</th> <th data-bbox="1480 219 1617 292">Quantity</th> <th data-bbox="1627 219 1753 292">Rate</th> <th data-bbox="1764 219 1879 292">Type</th> <th colspan="2" data-bbox="1890 219 2016 292">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 300 1470 414">IXL for Algebra 1&2, Geometry, and Liberal Arts Math - To provide individualized extra practice in skills taught (grades 9-12)</td> <td data-bbox="1480 300 1617 414">1350</td> <td data-bbox="1627 300 1753 414">\$10.00</td> <td data-bbox="1764 300 1879 414">Original</td> <td colspan="2" data-bbox="1890 300 2016 414">\$13,500.00</td> </tr> <tr> <td data-bbox="436 422 1470 560">Turn It In Fee - Turn It In provides data banks to check student's work for plagiarism and writing mechanics. This is a mandatory fee with the subscription.</td> <td data-bbox="1480 422 1617 560">1</td> <td data-bbox="1627 422 1753 560">\$995.00</td> <td data-bbox="1764 422 1879 560">Original</td> <td colspan="2" data-bbox="1890 422 2016 560">\$995.00</td> </tr> <tr> <td data-bbox="436 568 1470 673">IXL for Algebra 1&2, Geometry, and Liberal Arts Math - To provide individualized extra practice in skills taught (grades 9-12)</td> <td data-bbox="1480 568 1617 673">900</td> <td data-bbox="1627 568 1753 673">\$8.50</td> <td data-bbox="1764 568 1879 673">Original</td> <td colspan="2" data-bbox="1890 568 2016 673">\$7,650.00</td> </tr> <tr> <td data-bbox="436 682 1470 787">Turn It In (All ELA and AICE Classes)- Focuses on writing for all students grades 9 -12</td> <td data-bbox="1480 682 1617 787">1800</td> <td data-bbox="1627 682 1753 787">\$3.19</td> <td data-bbox="1764 682 1879 787">Original</td> <td colspan="2" data-bbox="1890 682 2016 787">\$5,742.00</td> </tr> </tbody> </table>						Item	Quantity	Rate	Type	Total		IXL for Algebra 1&2, Geometry, and Liberal Arts Math - To provide individualized extra practice in skills taught (grades 9-12)	1350	\$10.00	Original	\$13,500.00		Turn It In Fee - Turn It In provides data banks to check student's work for plagiarism and writing mechanics. This is a mandatory fee with the subscription.	1	\$995.00	Original	\$995.00		IXL for Algebra 1&2, Geometry, and Liberal Arts Math - To provide individualized extra practice in skills taught (grades 9-12)	900	\$8.50	Original	\$7,650.00		Turn It In (All ELA and AICE Classes)- Focuses on writing for all students grades 9 -12	1800	\$3.19	Original	\$5,742.00	
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Classroom Teacher	Resource Teacher will provide support to students in accelerated courses, assist with Equity, Access, and Postsecondary Readiness and provide push in support, as well as pull-out support																																			
Supplies	<table border="1"> <thead> <tr> <th data-bbox="436 950 1270 1023">Item</th> <th data-bbox="1281 950 1417 1023">Quantity</th> <th data-bbox="1428 950 1554 1023">Rate</th> <th data-bbox="1564 950 1774 1023">Supply Type</th> <th data-bbox="1785 950 1900 1023">Type</th> <th colspan="1" data-bbox="1911 950 2026 1023">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 1031 1270 1136">Pens</td> <td data-bbox="1281 1031 1417 1136">1</td> <td data-bbox="1428 1031 1554 1136">\$2.04</td> <td data-bbox="1564 1031 1774 1136">General Supplies</td> <td data-bbox="1785 1031 1900 1136">Original</td> <td data-bbox="1911 1031 2026 1136">\$2.04</td> </tr> <tr> <td data-bbox="436 1144 1270 1250">Pre-Sharpened Pencils</td> <td data-bbox="1281 1144 1417 1250">31</td> <td data-bbox="1428 1144 1554 1250">\$8.02</td> <td data-bbox="1564 1144 1774 1250">General Supplies</td> <td data-bbox="1785 1144 1900 1250">Original</td> <td data-bbox="1911 1144 2026 1250">\$248.62</td> </tr> <tr> <td data-bbox="436 1258 1270 1364">Copy paper - cases</td> <td data-bbox="1281 1258 1417 1364">287</td> <td data-bbox="1428 1258 1554 1364">\$34.04</td> <td data-bbox="1564 1258 1774 1364">General Supplies</td> <td data-bbox="1785 1258 1900 1364">Original</td> <td data-bbox="1911 1258 2026 1364">\$9,769.4</td> </tr> <tr> <td data-bbox="436 1372 1270 1477">Colored Paper Reams</td> <td data-bbox="1281 1372 1417 1477">54</td> <td data-bbox="1428 1372 1554 1477">\$3.38</td> <td data-bbox="1564 1372 1774 1477">General Supplies</td> <td data-bbox="1785 1372 1900 1477">Original</td> <td data-bbox="1911 1372 2026 1477">\$182.52</td> </tr> </tbody> </table>						Item	Quantity	Rate	Supply Type	Type	Total	Pens	1	\$2.04	General Supplies	Original	\$2.04	Pre-Sharpened Pencils	31	\$8.02	General Supplies	Original	\$248.62	Copy paper - cases	287	\$34.04	General Supplies	Original	\$9,769.4	Colored Paper Reams	54	\$3.38	General Supplies	Original	\$182.52
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Item	Quantity	Rate	Supply Type	Type	Total													
	Lexmark Toner - Black - for classroom printers	50	\$139.24	Technology	Original	\$6,962.00												
	Lexmark Toner - Color - for classroom printers	30	\$174.62	Technology	Original	\$5,238.60												
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$915.50	General Supplies	Original	\$915.50												
Community Language Facilitator	Community Language Facilitator supports parents during parent trainings and conferences as well as linking to communities agencies as needed.																	
Classroom Teacher	Social Science Teacher for grades 9-12 to increase accelerated course offerings to students																	
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="436 873 1171 946">Item</th> <th data-bbox="1182 873 1318 946">Quantity</th> <th data-bbox="1329 873 1455 946">Rate</th> <th data-bbox="1465 873 1539 946">Days</th> <th data-bbox="1549 873 1654 946">Hours</th> <th data-bbox="1665 873 1770 946">Weeks</th> <th data-bbox="1780 873 1896 946">Type</th> <th data-bbox="1906 873 2020 946">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total									
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	Subs for 5 classroom teachers: Reading (Marshall), Reading (Beverly), Math (Monroe), Health (Ross) and new Social Science teacher	5	\$19.00	7	7	1	Original	\$4,655.00										
Classroom Teacher	Reading Teacher for grades 9-12 will work with level 1 and 2 students to ensure proficiency on ELA state assessment and to assist students in making learning gains																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="436 1263 1003 1336">Item</th> <th data-bbox="1014 1263 1150 1336">Quantity</th> <th data-bbox="1161 1263 1287 1336">Rate</th> <th data-bbox="1297 1263 1371 1336">Days</th> <th data-bbox="1381 1263 1486 1336">Hours</th> <th data-bbox="1497 1263 1602 1336">Weeks</th> <th data-bbox="1612 1263 1749 1336">Certified</th> <th data-bbox="1759 1263 1875 1336">Type</th> <th data-bbox="1885 1263 2020 1336">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	Extended Learning Opportunities - Salary for teachers providing tutorials for students: afterschool, on Saturdays, E2020 Credit Recovery	15	\$37.00	3	2	18	Certified	Original	\$59,940.00									

Acct Description	Description				
Computer HW; non-cap	Item	Quantity	Rate	Type	Total
	Charger for HP Chromebooks	360	\$23.01	Original	\$8,283.60

Action Step: Parent Engagement

Empowering parents and families to actively engage with the school's academic operations while increasing their own capacity to provide continuous at-home learning support outside of the school day through consistent parent training and dedicated parent and engagement staff member access.

Budget Total: \$57,990.39

Acct Description	Description					
Community Language Facilitator	Community Language Facilitator supports parents during parent trainings and conferences as well as linking to communities agencies as needed					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	A10 Envelopes (500 quantity)	11	\$55.00	General Supplies	Original	\$605.00
	Training Session 2 - Refreshments for parents (est.)	75	\$3.00	Program Supplies	Original	\$225.00
	Shipping	1	\$0.09	General Supplies	Original	\$0.09
	Avery 5160 Labels (3000 per pack)	10	\$26.23	General Supplies	Original	\$262.30

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Training Session 1 - Refreshments for parents (est.)	75	\$3.00	Program Supplies			Original	\$225.00		
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Freshman Invasion - targeted audience is incoming 8th grade parents; training will give parents an overview of educational options available to students who will benefit post secondary education	6	\$25.00	1	1.5	1	Certified	Original	\$225.00	
	Acceleration Parent Night - train parents to understand educational options and to get students ready for all post secondary opportunities such as Bright Futures and AICE classes to ensure equity and access to available courses	3	\$25.00	1	1.5	1	Certified	Original	\$113.00	
Social Service Facilitator	The social service facilitator will support the needs of life skills learning for students in grades nine (9) through twelve (12) through one-on-one classroom support, small groups, classroom visits, progress monitoring for academics, behavioral referrals for comprehensive wrap around services, and the overall collaboration with school counselors, co-located therapist, school behavioral health professionals, parent and community stakeholders.									
Postage	Item					Quantity	Rate	Type	Total	
	Refreshments may not exceed \$3.00 per adult in attendance and must be included in PFEP. See Food Purchase Guidelines.					6	\$330.00	Original	\$1,980.00	

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Smoke Signals (Parent Newsletter) 5 mailings per year (est. student enrollment 2450 @\$.23 per mailing)	12250	\$0.60	Original	\$7,350.00

Action Step: Professional Development

Leverage both in-house collegial learning experiences and off-campus training opportunities to strengthen the instructional toolkits of all teachers and instructional support staff.

Budget Total: \$18,053.00

Acct Description	Description									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	25 Teachers (ELA 9&10,Alg1,Geo,Bio,US Hist,AICE)Summer collegial planning where teachers analyze data and complete a subject area pacing chart (July/August 2022)	25	\$25.00	2	2.5	2	Certified	Original	\$6,250.00	
Travel in-county	Item	Quantity	Rate					Type	Total	
	Cambridge (AICE Professional Development)/Dates: TBD Cambridge (AICE Professional Development)/Dates: TBD	15	\$650.00					Original	\$9,750.00	

Mission Statement

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

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

1. Mission Statement

Through training and systematic support, Santaluces Community High School will ensure that every family has the ability to sustain and enrich the academic achievements of their children. To guarantee success, parent trainings and information will be given to support the needs of our families.

Involvement of Stakeholders

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

Name	Title
Tameka Robinson	Principal
Wakisha Mawali	Title 1 Contact

Name	Title
Alexandra Clifton	SAC Chair
Yatin Patel	Subway Business Partner
Paula Hicks	ESOL Coordinator
David Montoya	SIP Designee

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

Santaluces sends out invitations to parents and stakeholders inviting them to our Title I Parent and Family Engagement meeting. All members present will be selected to participate in the planning process.

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

Input from stakeholders will be recorded in the minutes from the Title 1 Meeting feedback. Stakeholders were invited to give feedback orally or in written form during CNA Stakeholder development meetings. Meetings will be held on February 19, 2024 at 7:45 a.m. for faculty and staff, and on March 13, 2024 at 6:00 p.m. for students and families.

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

Stakeholders provided input that resources allotted to family trainings and student tutorials could increase home-school connection and overall student achievement. As a result, Santaluces teachers were able to host tutorials for all state assessments. Student achievement data percentages will be provided once data is readily available.

Name	Title
Wakisha Mawali	Title 1 Contact
Tameka Robinson	Principal

Annual Parent Meeting

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

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

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

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

The annual Title 1 Meeting will be held on Wednesday, September 20, 2023 at 6:00 p.m. in the media center- Santaluces High School.

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

I will notify parents by sending parents an email with information regarding meeting on Sunday, September 17, 2023. Additionally, the date and time will be added to the school marquee on Friday, September 15, 2023.

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

I will provide an electronic agenda, FY24 PFEP, School Parent Compact, sign-in sheet, PowerPoint presentation, and evaluation form. Materials needed are copy paper, flat panel computer screen, and pens.

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Staying Connected with Families via SIS and/or Google Classroom

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

Staff will learn the various features of SIS and Google Classroom in communicating with families easily and quickly.

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

The expected impact is to improve communication with parents so that they are aware of their students' grades, attendance, and upcoming assessments.

- What will teachers submit as evidence of implementation?

Teachers will submit snap shot of SIS Comments Log and parent conference notes.

- Month of Training

September

- Responsible Person(s)

Wakisha Mawali, Tameka Robinson

2. Reflection/Evaluation of Training #1

- **Name and Brief Description**

Staying Connected with Families via SIS and/or Google Classroom - Effective communication is key in improving student achievement. Student performance is enhanced when parents/guardians and staff worked together. Learn how to enhance your communication with families by learning about the various features of SIS and/or Google Classroom.

- **Number of Participants**

TBD

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

TBD

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

on

- **How do you know?**

TBD

- **What went well with the training**

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

How can parents support literacy at home?

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

Staff will learn how to create focus calendars centered on literacy strategies that families can implement at home.

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

By implementing the use of literacy focus calendars, with explanation of how to use, and posting these calendars so that families may follow throughout the year will improve family engagement and support. Student achievement will also increase with the support of families reinforcing strategies at home.

- **What will teachers submit as evidence of implementation?**

Teachers will submit snap shots of Google Classroom posts or emails to parents.

- **Month of Training**

September

- **Responsible Person(s)**

Brian Siegel - English Department Assistant Principal (Grades 9 - 10), Winfred Porter - English Department Assistant Principal (Grades 11 - 12)

4. Reflection/Evaluation of Training #2

- **Name and Brief Description**

How can parents support literacy at home? This training will demonstrate how to create and use literacy focus calendars, with outlined strategies that may be supported at home. Student achievement will also increase with the support of families reinforcing literacy strategies at home.

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- **Name of Training**

High School Parent Information Session for our ESOL Families

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

Parents will learn how to navigate SIS in regards to monitoring students' attendance, assignments, grades, and test results. Parents will also learn about graduation requirements, SAT and ACT test dates, and other high stakes assessments. This will allow parents to progress monitor their student's academics and graduation status. This training will also demonstrate how to email teachers and/or guidance counselors if there is a concern.

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

By following along with the trainer, parents will access and practice using SIS features.

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

Increase graduation rate increase in academic performance Increase the percentage of ELL students who graduate

- **Date of Training**

September 13, 2023

- **Responsible Person(s)**

ESOL Coordinators (TBD), Amanda Lescas (Equity & Access Assistant Principal)

- **Resources and Materials**

Media Center, Chrome books or laptops, SMART flat panel board for presenting, survey in 3 primary languages, handouts in 3 primary languages, pens, pencils, and/or highlighters, CLF (Spanish, Creole)

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$225.00

2. Reflection/Evaluation of Training #1

- Name of Training

High School Parent Information Session for our ESOL Families

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Course Selection and Acceleration Parent Night

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

Parents will learn the various academic pathways and will learn about the course selection process. This will allow parents the ability to help select courses as their student matriculates to the next grade level. Parents will be able to view the showcase of AICE and AP courses-booths. Students who are currently in courses will be stationed at corresponding booths to answer questions parents and students will have. This training will allow parents to assist students in selecting their particular academic pathway. Parents will also be reminded of graduation requirements, SIS features, and upcoming high stakes assessments.

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

Parents will follow along with the trainer and receive steps on how to check their student's grades, credits earned, and credits remaining.

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

Increase graduation rate Increase AICE diploma candidates and diplomas Increase enrollment in AP, AICE, and Industry Certification courses

- **Date of Training**

February 7, 2023

- **Responsible Person(s)**

Kristen Cacace - Curriculum Assistant Principal, Kristen Harrell - Guidance Department Coordinator, Daniela Pinto - Acceleration Coordinator, Jeremy Moser - Academy Coordinator

- **Resources and Materials**

Stable Wi-Fi, Parent SIS codes, handouts in 3 primary languages, SMART flat panel for presenting, tables and chairs for booth displays

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

\$225.00

4. Reflection/Evaluation of Training #2

- **Name of Training**

Course Selection & Acceleration Parent Night

- **Number of Participants**

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

6. Reflection/Evaluation of Training #3

- Name of Training

N/A

- Number of Participants

N/A

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

N/A

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

on

- How do you know?

N/A

- What went well with the training?

N/A

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

N/A

Coordination and Integration

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

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

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

• Name of Agency

Migrant Department

• Describe how agency/organization supports families.

Provide referrals and services for students whose families are involved in migratory work, including provision of supplies and family agency resources

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

Email communication with Migrant Department, sample handouts of resources provided to families, log of services provided.

• Frequency

Monthly

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

• Name of Agency

TRIO

• Describe how agency/organization supports families.

TRIO program tracks students' graduation status, assists with the transition into post secondary educational institutions, and facilitates college tours to various colleges and universities in the Florida Public University System. TRIO also offers parent trainings and assistance on how to complete the FAFSA Application process.

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

Photos, TRIO advertisements

- Frequency

Ongoing

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

- Name of Agency

Great Futures Program - Boys & Girls Club of Palm Beach County

- Describe how agency/organization supports families.

This organization supports families by providing an academic enriched after care program at Santaluces. The organization hires currently employed teachers for homework and tutoring sessions. Families who may work late are able to ensure their students are provided support after school hours and do not become a latchkey child.

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

Photos, advertisements of Great Futures Program

- Frequency

Ongoing

Communication

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

student progress/proficiency level information.

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

- **Description**

The school will provide Title 1 information during Freshman Orientation, at our annual SAC-Parent Night, and at our Open House. Parent meetings will be posted on the school's marquee. Parents will receive timely information in Principal's Parents and Students emails throughout the school year. The principal's emails will be translated into Spanish and Creole.

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

Principal emails, Snap shots of school marquee

- **Description**

Parents will be informed about curriculum and proficiency levels students are expected to meet during parent night programs and parent conferences.

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

Parent Night Presentation copies, parent conference notes copies

- **Description**

Parents will be informed about the forms of academic assessments used via parent night presentations, emails, and parent conferences. Our school quarterly parent newsletter will include assessment dates.

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

Parent Night presentation copies, copies of emails to parents

- **Description**

Parents will be informed about our SAC meetings and be invited to parent conferences where they may have the opportunity to participate in making educational decisions for their student.

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

Parent conference notes copies, SAC meeting agendas/minutes

- **Description**

We will host meetings at various times to meet the needs of families and we will make provisions for virtual meetings. We will also provide virtual options when requested by families.

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

Parent sign in sheets, google meet attendance forms

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school

meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

Principal emails, school mailings, and automatic calls will be delivered in English, Spanish, and Creole. Other language translations will be provided upon request. Parents will be provided with translation services when needed on campus by bilingual staff (Office Staff, Culture Language Facilitators, ESOL Coordinator, ESOL Counselor or Assistant Principals) Additionally, teachers will communicate to parents in their preferred language and may use translation services or staff to assist in making sure families receive important updates.

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

Copies of translated presentation documents, copies of translated emails

• Description

Santaluces will ensure that parents and families with disabilities receive appropriate accommodations by providing sign language interpreters when needed, handicapped parking and accessibility during events. Handouts will be provided in large print upon request and priority seating will be given for those who are visually impaired. Santaluces will make all attempts to accommodate families and parents with disabilities by holding all school events in wheel chair accessible areas.

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

Logs on sign language interpreter if used, handicapped parking map, school map

- **Description**

ESOL department will identify students whose families migrate for work. ESOL department will work with families in providing resources and translated school documents.

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

Contact log of families who engage in migratory work.

- **Description**

School personnel will refer family to McKinney-Vento Homeless Field Coordinator. The Field Coordinator will provide the families with resources needed to ensure students are able to attend school. Parent Liaison will assist with providing school supplies to the students experiencing homelessness until their initial meeting with the Homeless Field Coordinator.

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

Parent Liaison will identify students who are experiencing homelessness; copy of a completed housing questionnaire

Other Activities

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

1. Activity #1

- **Name of Activity**

Freshman Orientation

- Brief Description

All incoming 9th graders will be invited to attend our Freshman Orientation. This event is better known as our "Freshman Invasion" event. It will be held during the first week of August prior to the start of school. A parent informational session will be offered to all incoming 9th grade families as well. This session will provide parents with information on how to successfully transition their student to high school.

2. Activity #2

- Name of Activity

Santaluces Open House

- Brief Description

Santaluces Open House will be held on Tuesday, August 29 from 6:00 pm -8:00 pm for all families. A computer lab will be available prior to the start of Open House for families to register their student for transportation, complete free & reduce lunch applications, and furbish updated cell phone numbers & emails in our Student Conductor system.

3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

A key component of Santaluces Community High School's mission is to provide a world-class education with excellence and equity to empower each student to reach his or her highest potential. Santaluces staff members empower each students by not only delivering standard based instruction, but also by promoting positive behavior, helping students develop organizational skills, and by addressing social/emotional needs. We promote positive behavior by acknowledging students who earn Chiefs Red Tickets bimonthly as part of our school's Positive Behavior Interventions and Support program. Our Chiefs Red Ticket are given to students who exemplify the six pillars of our single culture plan (Culture, Health, Involvement, Excellence, Focus, and Service). Santaluces is an AVID school. AVID acronym means Advancement Via Individual Determination. AVID is a program which focuses on closing the academic achievement gap and gets our students ready for college or the global workforce. AVID students and our 9th grade students receive training regarding improving organizational skills, collaboration and effective communication skills, and study skills. Students' social and emotional needs are important. Students have the opportunity to be selected to become Safe School Ambassadors and participate in the Teen Mental Health Aids. These two programs are District led and allow students to become effective mentors to their peers. In addition, students receive skills for learning and life.

SBT/MTSS Implementation

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

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

1. SBT/MTSS Implementation

Our School Based Team is a committee which meets biweekly throughout the year to discuss students who may be struggling in academics, attendance, behavior, mental health, and/or homelessness. The team consists of the Principal, Assistant Principals, School Counselors, Behavior Specialist, ESE Coordinator, ESOL Coordinator, Safe Schools Case Manager, and School's Child Psychologist. Parents of students who are identified may also attend meeting to address their student's struggles and needed support. When students are recommended to the School Base Team, a Multi-Tiered System of Support is implemented. The goal of implementing a multi-tiered system of support is to remove barriers to learning, intervene early, and help establish individual goals with students so that they may be successful. Tier 1 - is for all students where all students receive quality instruction and academic support Tier 2 - is when students are recommended to the school based team and are provided with interventions and support. These interventions are provided by a school counselor or administrator. These students are individually monitored bi-weekly to determine if they are progressing due to the interventions being implemented. Interventions range from bi-weekly checkins to having an Academic/Attendance/Behavior contract. Tier 3 - is a more intensive system of support. Students not only have individual goals, but their progress is monitored weekly to determine if they are responding positively to interventions. The team assigns a mentor to the student. The student's grades, attendance, behavior, reward system, and other needs are closely monitored. The mentor shares the responses to intervention with the team weekly. Parents may contact their student's School (Guidance) Counselor if their student is experiencing struggles with school and school interventions are needed.

Provision of a Well-Rounded Education

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

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

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as*

determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

1. Well-Rounded Education

At Santaluces, teachers participate in Professional Learning Communities (PLCs) meetings regularly throughout the year. During these meetings, the Teacher Lead unpacks the standards and benchmarks to determine the meaning and prerequisite skills students need to understand the standards. Learning activities are then discussed and executed. Learning activities range from reading and reading comprehension checks to small group collaboration and student presentations. Once the standards are introduced, unpacked, and explored, students are assessed either by teacher designed assessments and/or District common assessments. After assessments, the data is reviewed during PLCs. An in depth look into test question design, answer choices, and test corrections is examined. The PLCs also allows administrators and teachers to insure instruction is aligned with standards and high stakes testing. Teachers also provide extended learning opportunities to give students an opportunity to receive additional support and practice.

Post-Secondary Opportunities and Workforce Readiness

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

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

1. Post-Secondary Opportunities and Workforce Readiness

Accelerated courses are offered to students in grades 9 through 12. Academic pathways have been created in industry certification programs and accelerated programs. Students are presented information regarding dual enrollment and early admit opportunities. ACT/SAT prep programs are offered via English and Math teachers.

Transition From Early Childhood to Elementary School

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

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

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

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

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

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

1. Professional Development

Staff members receive trainings to build efficacy. Early career teachers participate in the Educator Support Program and are matched with a veteran mentor teacher.

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs

- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Administration attend several Job Fairs and advertise vacant positions. To retain teachers, administration provides support to mentors and the teachers they are mentoring. Administration, in conjunction with the Professional Development team, offer trainings throughout the year. Teachers who tutor receive part-time pay/