
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.

SY23: PM3 Data: Baseline Data Year ELA Achievement – 39% SY24 PM1 Data: ELA Achievement – 30% SY24 PM2 Data: ELA Achievement – 33%
Data trend shows decline in the percentage of students scoring at proficient levels on ELA assessments. Goal for improvement is 4% increase of students scoring at proficient/achievement levels.

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

Students: majority of our students are not comprehending grade level text, our large population of ELL students experience language barriers, and students who read below grade level struggle with vocabulary and informational text large amount of students need remediation and practice to master standards Teachers: need support, time, and resources to plan more engaging learning activities are not able to provide small group instruction and practice for the large number of students who need remediation need support and more time to analyze data and plan for small group instruction need support planning lessons to cover the full extent of the benchmarks Parents: parents need to be more informed about the various assessments students take throughout the school year to offer more support to students and teachers. need help with getting access to community based resources to encourage students to attend school regularly need to know graduations requirements and learning how to monitor student performance levels (Portal, Google Classroom, SIS) need the capacity and knowledge on how to support learning at home

3. Share possible solutions that address the root causes.

Students: increase reading comprehension, will be provided additional opportunities to practice and be exposed to content (tutorials, small group instruction, online programs), need more exposure to rigorous and informational text from varied sources Teachers: Opportunity to participate in professional development training that focuses on implementing rigorous and informational text for ELA and Reading teachers. Opportunity to participate in professional development training that focuses on increasing students' level of engagement and motivation Opportunity to participate in professional development training that focuses on effective strategies to support students with IEP/504 Plans Opportunity to participate in professional development training that focuses on implementing small group instruction and differentiated instruction Provided with resources that will help teachers on scaffolding benchmarks, analyzing student data and differentiating instruction based on student data. Opportunities to collaborate with team regarding scaffolding tested benchmarks and develop instruction Resources to increase rigor in accelerated classes Resources to teach ACT, SAT, and CLT strategies Professional development on increasing rigor in our ESOL classes Professional development on the various instructional models for support facilitation classes with ESE - Support Facilitation teachers Professional development on how to increase parental support with student attendance and achievement Parents: Opportunity to attend parent training meetings throughout the year with a focus on improving student achievement Resources to assist parents with students who are not attending school consistently Parents need to be more informed about the various assessments students take throughout the school year to offer more support to students and teachers. Need to know graduations requirements and learning how to monitor student performance levels (Portal, Google Classroom, SIS)

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

- Communication

Weekly emails from the Principal in all different languages. Automatic calls throughout the year to parents in all different languages. Mail quarterly school newsletter to parents. Encourage teachers to email parents student progress reports at least twice a month. Implement monthly automatic calls or email updates to our ESE and ELL families.

- Parent Training

Training informing parents about several standardized tests covering ELA benchmarks that students may take during each grade level. Training to make sure parents know how to track and monitor student progress in SIS. Training will also include ways to support reading initiatives outside of school. Parents will also learn about graduation requirements.

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

- **School**

Consistently communicate achievement and progress to students and parents. Recognize students who show improvements in ELA data. Provide ELA Extended Learning Opportunities for students. Provide a safe learning environment for all students. Provide a welcoming environment for all families.

- **Students**

Attend school regularly. Engage fully in class learning activities. Check grades frequently in SIS. Participate in extracurricular activities.

- **Parents**

Attend parent informational training, IEP/504 meetings, and parent teacher conferences as scheduled. Check student grades and attendance in SIS regularly. Ensure all contact information is accurate. Encourage students to read at least one novel each marking period. Commit to follow up on reading with their students at home.

- **Staff Training**

Training will be provided to show staff how to check emails in SIS from parents who use this feature to contact staff members. Training will be provided to staff members on how to send reports from programs students are using (Google Classroom, IXL, Khanmigo, etc)

- **Accessibility**

Implement monthly automatic calls or email updates to our ESE and ELL families. ESE contact and/or teachers of ESE students will attend parent training to provide support to families. ESOL coordinator and Culture Language Facilitators (CLF) will attend parent training to support families with language translations. Continue to advertise and hire a CLF - Spanish. Host parent trainings in wheelchair accessible places on campus

Math

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

1. List prioritized needs statements.

SY23: B.E.S.T Baseline Data Year Math Achievement – 34% SY24 Midterm Data: Math Achievement – 31% Data trend shows decline in the percentage of students scoring at proficient levels on Math assessments. Goal for improvement is 6% increase of students scoring at proficient/achievement levels.

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

Students: ELL students are experiencing language barriers in understanding content need help with solving technology enhanced item-questions do not understand how to solve mathematical word problems do not have resources to perform mathematical computations are not attending school consistently Teachers: ESE SF teachers are not being used to maximize their capability do not know how to administer digital adaptive tests do not have resources to prepare students to perform successfully on ACT, SAT, and CLT do not use student centered instruction often (whole group instruction is the pervasive method of instruction) need strategies on scaffolding instruction while maintaining rigor in our ESOL classes need to know how to incorporate differentiated instruction need to reach out to parents consistently for support regarding academics and behavior Parents: Need additional language support in understanding standardized testing Are not aware of Math graduation requirements Need to encourage students to attend school regularly Need to know graduations requirements and learning how to monitor student performance levels (Portal, Google Classroom, SIS)

3. Share possible solutions that address the root causes.

Students: should be provided with math tutorials should be enrolled in smaller class sizes should be provided with home language resources Teachers: ELL teachers should receive Professional Development with a focus on how to deliver rigorous instruction should receive Professional Development on differentiated instruction and small group instruction should receive Professional Development on effective strategies to support students with IEP/504 Plans and how to access their educational plans in Edplan should receive Professional Development on various instructional models for support facilitation teachers with inclusion teachers should provide courses for students who need Math concordant scores should provide Math college prep courses that focus on SAT and ACT practices should provide Extended Learning Opportunities for students in Algebra, Geometry, and in SAT/ACT/CLT prep classes should be provided with resources that will help with scaffolding benchmarks, analyzing student data and differentiating instruction based on student data should be provided with opportunities to collaborate with team regarding scaffolding tested benchmarks and develop instruction should be provided access to technology programs that use adaptive questioning styles Parents: opportunity to attend parent training meetings throughout the year with a focus on improving student achievement resources to assist parents with students who are not attending school consistently

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

- **Communication**

Consistently communicate achievement and progress to students and parents. Recognize students who show improvements in Math data. Provide Math Extended Learning Opportunities for students. Provide a safe learning environment for all students. Provide a welcoming environment for all families.

- **Parent Training**

Parent training to inform parents about the various standardized tests covering Math benchmarks students will take at each grade level. Teach parents how to track and monitor student progress using SIS. 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). Teach parents about all graduation requirements.

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

- **School**

Consistently communicate achievement and progress to students and parents. Recognize students who show improvements in Math data. Provide Math Extended Learning Opportunities for students. Provide a safe learning environment for all students. Provide a welcoming environment for all families.

- **Students**

Attend school regularly. Engage fully in class learning activities. Check grades frequently in SIS. Participate in extracurricular activities. Complete IXL, Math Nation, Delta Math, Khan Academy, and Edgenuity web-based lessons at home.

- **Parents**

Attend parent engagement training meetings. Progress monitors student grades and attendance in SIS regularly. Ensure all contact information is accurate. Ensure your student(s) work on lessons assigned in IXL, Math Nation, Delta Math, Khan Academy, and Edgenuity web-based programs at home.

- **Staff Training**

Staff Training on how to use adaptive test practice questions. Training to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math). Staff training on the various District programs used to communicate effectively and consistently with parents throughout the year in order to increase parental involvement. Train Math teachers on digital Math programs that cover technology enhanced items test questions.

- **Accessibility**

Implement monthly automatic calls or email updates to our ESE and ELL families. ESE contact will attend parent training to provide support to families. ESOL coordinator and Culture Language Facilitators (CLF) will attend parent training to support families with language translations. Continue to advertise and hire a CLF - Spanish. Host parent training in wheelchair accessible places on campus.

Science

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

1. List prioritized needs statements.

SY22 Biology EOC Achievement - 51% SY23 Biology EOC Achievement - 53% SY24 Biology Midterm EOC Achievement - 23% The top priority is to increase proficiency in Biology to 55%. In order to increase proficiency in Biology, students must show an increase in reading comprehension and fluency skills, and academic vocabulary. Teachers need supplies to practice concepts, data collection, and analysis by utilizing labs to ensure comprehension .

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

STUDENTS: have below grade level reading comprehension skills and writing skills below grade level are not able to analyze data proficiently from science experiments are not comprehending the full extent of tested benchmarks do not fully comprehend science concepts TEACHERS: do not know how to incorporate reading comprehension strategies into Biology courses consistently do not know how to utilize small grouping or differentiated instruction do not fully understand the rigor of benchmarks/standards and how to deliver more rigorous instruction are not using ESE Support Facilitation teachers effectively are not utilizing academic vocabulary as outlined in tested benchmarks to increase student comprehension have limited resources available to teach content PARENTS: need support in helping their student comprehending science concepts need support understanding graduation requirements need help in learning how to monitor student performance levels on science standardize testing(Portal, Google Classroom, SIS) need resources regarding local organizations to assist parents with students who are not attending school regularly

3. Share possible solutions that address the root causes.

STUDENTS: should be provided with additional opportunities for practice (Labs, tutorial, small group remediation, more hands-on opportunities/interactive Science labs) should have access to various technology platforms to assist with science academic vocabulary should be offered Extended Learning Opportunities throughout the school year should be enrolled in small class size TEACHERS: should be provided with opportunities to participate in Professional Development that focus on incorporating reading strategies and test-taking strategies to increase comprehension of science concepts should receive opportunities for instructional collaboration and planning with student data analysis and curriculum planning should be provided resources to help teachers demonstrate intangible science concepts should receive Professional Development on how to scaffold science benchmarks PARENTS: should receive training on how to support science content mastery/grade level requirements should receive support in their native language

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

• Communication

The school will strengthen the PFEP to support Science by continue to send parents weekly emails from the Principal in all different languages. Parent emails will highlight activities relating to Science related events. Parents will also receive automatic calls in the three different predominant languages of our students. Parents will continue to receive quarterly school newsletters highlighting science activities in the mail. Teachers will email parents their students' progress reports at least twice a month where parents will be able to view students' science grades.

- **Parent Training**

Parent training to inform parents about the various standardized tests covering Science benchmarks students will take at each grade level. Teach parents how to track and monitor student progress using SIS. Parent training on how to support reading outside of school. Teach parents about all graduation requirements.

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

- **School**

Consistently communicate achievement and progress to students and parents. Recognize students who show improvements in Biology data. Provide Extended Learning Opportunities for students. Provide a safe learning environment for all students. Provide a welcoming environment for all families.

- **Students**

Attend school regularly. Engage fully in class learning activities. Check grades frequently in SIS. Participate in extracurricular activities. Complete and turn in assignments in a timely manner.

- **Parents**

Attend parent engagement training. Check student grades and attendance in SIS. Ensure all contact information is accurate. Encourage students to read at least one content related text at home. Read with your student at home.

- **Staff Training**

Staff training will include how to contact parents by utilizing current District programs to communicate with parents regarding Science learning activities, benchmarks, and assessments.

- Accessibility

Implement monthly automatic calls or email updates to our ESE and ELL families. ESE contact will attend parent training to provide support to families. ESOL coordinator and Culture Language Facilitators (CLF) will attend parent training to support families with language translations. Continue to advertise and hire a CLF - Spanish. Host parent training in wheelchair accessible places on campus.

Social Studies

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

1. List prioritized needs statements.

SY22 US History EOC Achievement - 63% SY23 US History EOC Achievement - 61% SY24 US History Midterm EOC Achievement - 59% The top priority is to increase proficiency in US History to 65%. In order to increase proficiency in US History, students must show an increase in reading comprehension and fluency skills, reading stamina, and academic vocabulary.

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

Students: are not reading on grade level (lack reading comprehension skills) are not reading long informational text to build stamina Teachers: are not implementing reading strategies in US History courses consistently are not differentiating instruction in US History classes with Support Facilitation teachers are not using academic vocabulary in benchmarks enough to increase comprehension and retention of Social Studies concepts are not utilizing Support Facilitation teachers effectively are not holding extended learning opportunities throughout the year do not have supplemental resources to scaffold benchmarks AP and AICE US History teachers are not exposing students to rigorous text ¾ of the US History teachers are early career teachers and need assistance with scaffolding benchmarks Parents: ELL parents do not know which tests students will take regarding Social Studies courses need additional language support in understanding standardized testing and how tests affect graduation

3. Share possible solutions that address the root causes.

Students: read supplemental text that covers tested benchmarks exposure to rigorous text enroll ELL students in smaller class sizes Teachers: Retention of US History teachers should receive Professional Development on incorporating ELA and test-taking strategies into the curriculum should receive Professional Development on differentiated instruction and small groups should receive Professional Development on how to deliver rigorous instruction to ELL students should receive Professional Development on effective strategies to support students with IEP/504 Plans should receive Professional Development on various instructional models for support facilitation teachers with inclusion teachers should receive Professional Development on Content Literacy Strategies for all US History teachers and new World History teachers provided with resources that will help teachers on scaffolding benchmarks, analyzing student data, and differentiating instruction based on student data. provided opportunities to collaborate with team regarding scaffolding tested benchmarks and develop instruction provided with access to technology to assist with academic vocabulary provide Extended Learning Opportunities Parents: Opportunity to attend parent training meetings throughout the year with a focus on improving student achievement Resources to assist parents with students who are not attending school consistently Need to know how to monitor student performance levels on various Social Studies assessments (Portal, Google Classroom, SIS)

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

- Communication

The school will strengthen the PFEP to support Social Studies by continuing to send parents weekly emails from the Principal in all different languages. Parent emails will highlight activities relating to Social Studies related events. Parents will also receive automatic calls in the three different predominant languages of our students. Parents will continue to receive quarterly school newsletters highlighting social studies activities in the mail. Teachers will email parents their students' progress reports at least twice a month where parents will be able to view students' social studies grades.

- Parent Training

Parent training to inform parents about the various standardized tests covering Social Studies benchmarks that students will take at each grade level. Teach parents how to track and monitor student progress using SIS. Parent training on how to support reading outside of school. Teach parents about all graduation requirements.

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

- **School**

Consistently communicate achievement and progress to students and parents. Recognize students who show improvements in US History, AICE, and AP data. Provide Extended Learning Opportunities for students. Provide a safe learning environment for all students. Provide a welcoming environment for all families.

- **Students**

Attend school regularly. Engage fully in class learning activities. Check grades frequently in SIS. Participate in extracurricular activities. Complete and turn in assignments in a timely manner.

- **Parents**

Attend parent engagement training. Check student grades and attendance in SIS. Ensure all contact information is accurate. Encourage students to read at least one Social Studies content related text at home. Read with your student at home

- **Staff Training**

Staff training on how to communicate effectively and consistently with parents throughout the year regarding Social Studies learning activities and assessments. Staff will also receive training on how to increase parental involvement with Social Studies learning activities.

- **Accessibility**

Implement monthly automatic calls or email updates to our ESE and ELL families. ESE contact will attend parent training to provide support to families. ESOL coordinator and Culture Language Facilitators (CLF) will attend parent training to support families with language translations. Continue to advertise and hire a CLF - Spanish. Host parent trainings in wheelchair accessible places on campus

Acceleration Success

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

1. List prioritized needs statements.

26% of ELL Male students are enrolled in Accelerated or Industry Certification courses and 29% of ELL Female students are enrolled in Accelerated courses where as ELL students make up almost 40% of the school's population 10% decline of ELL Female students enrolled in Accelerated or Industry Certification courses 2% decline of SWD Male students enrolled in Accelerated or Industry Certification courses

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

Students: do not know which Accelerated and Industry Certification courses are offered do not know the benefits of taking accelerated or industry certification courses Teachers: have not experienced significant pass rates on Accelerated or Industry Certification exams limited knowledge of the test and testing platforms for some Accelerated or Industry Certification courses inadequate technology to support learning objectives need to make tutoring available to students limited time for collaboration with other teachers to adequately and effectively plan lessons Parents: do not know which Accelerated and Industry Certification courses are offered unaware of the benefits of students taking Accelerated and Industry Certification courses

3. Share possible solutions that address the root causes.

Students: provided with tutorial sessions enroll in Accelerated and Industry Certification courses Teachers: increase courses offerings provide extended learning opportunities for students in Accelerated and Industry Certification courses vertical planning with feeder schools, promote and support Pre-AICE and Pre-AP programs opportunities for AICE/AP and Industry Certification teachers to collaborate be provided access to resources use CTE - clear pathway for all academies use AICE - clear pathway Professional development equity & access Accelerated curriculum, instruction and testing Parents: attend Acceleration Parent Night in the Fall and Spring (learn about the course selection process) meet with teachers

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

- Communication

Communicate with parents the importance of accelerated courses. Provide students and parents with bi-weekly progress reports. Include an Acceleration Update section in the quarterly newsletter.

- **Parent Training**

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. Academy Open House during fall and spring semesters will provide knowledge of the various programs offered.

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 school regularly. Engage fully in class learning activities. Attend Extended Learning Opportunity sessions. When placed in accelerated courses, be optimistic. Check grades frequently in SIS.

- **Parents**

Attend parent engagement training sessions. Check student grades and attendance in SIS frequently. Ensure all contact information is accurate. Encourage students to remain in accelerated courses.

- **Staff Training**

Staff training that will focus on equity and access for all students. Training regarding aligning curriculum with learning objectives and outcomes.

- Accessibility

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 training to support families with language translations. Continue to advertise and hire a CLF - Spanish. Host parent training 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.

SY2022 Graduation - 92.1% SY2023 Graduation - 92.8% Improve graduation rate needs to be improved by 3% 45% of our students missed five or more days from school 32% of our students are projected to score at proficiency levels on FAST (ELA) PM#2. This is a 7% decrease from last year's PM#2

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

Students: need to attend classes consistently need to satisfy graduation requirements are not earning achievement level scores on 10th grade ELA - FAST assessment, Algebra 1 B.E.S.T end of course exam Teachers: are not identifying at-risk seniors and implementing progress monitoring plans are not calling home to speak with parents about students' progress do not have resources to prepare students for national tests (SAT, ACT, CLT) Parents: are not aware of high stakes tests and proficient score levels do not know of any resources to assist with truant and/or unruly students

3. Share possible solutions that address the root causes.

Students: participate in mentoring program students meet with school counselors consistently Teachers: should progress monitor students' academics and attendance should be equipped with ACT and SAT prep materials. resources made available to work with teachers and at-risk students throughout the year opportunities for teachers to collaborate common planning periods for teachers who teach ELA, Reading, Algebra 1, US History, and Biology courses mentoring for at-risk students Parents: resources for truancy attend parent training sessions

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

- Communication

Encourage teachers to upload grades into SIS biweekly so that parents can monitor students' grades. School counselors will hold monthly parent conferences with students who are not on track to graduate. Weekly emails and callouts from the Principal in all different languages. Mail quarterly school newsletter to parents regarding events. Monthly callouts/updates families

- Parent Training

Parent training to inform parents about the various standardized students will take at each grade level that affects graduation. Teach parents how to track and monitor student progress using SIS. Parent training on how to support reading outside of school. Train parents about all graduation requirements.

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 academics and behavior. Track students' grades, credits, 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

- Parents

Attend parent 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. Staff training on how to infuse literacy throughout various courses. Staff training on the various District programs used to communicate effectively and consistently with parents throughout the year in order to increase parental involvement

- **Accessibility**

Implement monthly automatic calls or email updates to our ESE and ELL families. ESE contact will attend parent training to provide support to families. ESOL coordinator and Culture Language Facilitators (CLF) will attend parent training to support families with language translations. Continue to advertise and hire a CLF - Spanish. Host parent training in wheelchair accessible places on campus.

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: \$783,612.25

Acct Description	Description
Computer HW; non-cap	Computer HW; non-cap
Classroom Teacher	Intensive Math Teacher to provide double down for level 1 and level 2 students in Algebra 1 to provide intensive support to assist students in reaching acceptable concordant or retake scores.
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.

Acct Description	Description
Classroom Teacher	Amend 11- Social studies teacher will provide instruction to students in grades 10-12 in AICE International History and will reduce class size.
Online subscription	Online subscription
Classroom Teacher	High School Health Teacher - Support mental Health to assist students with healthy coping skills, interventions, identification of emotions, and creating healthy habits. Students will receive Skills for Learning and Life Instruction with organizational and life skills. JC 51100
Supplies	Supplies
Resource Teacher	Resource Teacher will provide support to students in accelerated courses, and assist with Equity, Access, and Post-secondary Readiness, in a push-in/pull-out model of support.
Educational consultants	Educational consultants
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 a more effective impact on student success.
Tutorial	Tutorial
Out-of-system Subs	Out-of-system Subs
Community Language Facilitator	Community Language Facilitator supports parents during parent trainings and conferences as well as linking to community agencies as needed.
FFE; non-cap	FFE; non-cap

Acct Description	Description
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, parents and community stakeholders.
Classroom Teacher	Amend 11- Social studies teacher will provide instruction to students in grade 11 in AICE US History instruction to students in a reduced class setting.
Extra Periods	(15) Full year of extra periods for Algebra 1, Biology, US History, Geometry, English 9-12 (15 x \$4,500)

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: \$7,058.00

Acct Description	Description				
Travel out-of-county	Item	Quantity	Rate	Type	Total
	Model Schools Conference to learn research-based effective instructional practices and how to incorporate these practices during instruction to improve student achievement. 3(Registration - \$1,000, Transportation - \$180, Lodging - \$575, Per Diem - \$108) Orlando, FL - June 23 - 26, 2025	1	\$5,589.00	Original	\$5,589.00
	Amend 11 Removed MSC (BT 489852)	-1	\$5,589.00	Amendment	-\$5,589.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	15 Teachers (ELA 9 & 10, Alg 1, Geo, Bio, US Hist, AICE, AP) will participate in collegial planning where they will analyze data and create instructional focus calendar covering first and secondary benchmarks in August and December.	15	\$25.00	2	3	2	Certified	Original	\$4,500.00
Travel in-county	Item	Quantity	Rate				Type	Total	
	Cambridge (AICE Professional Development) to provide AICE teachers with updated course knowledge of the syllabus they teach to utilize in their instructional practices. 10(Registration - \$650) Boca Raton, FL - October	1	\$6,500.00				Original	\$6,500.00	
	Amend 11- Removed Cambridge (BT 489852)	-1	\$6,500.00				Amendment	-\$6,500.00	
Computer HW; non-cap	Item	Quantity	Rate				Type	Total	
	Printer will be used to print student standardized test results for analyzing data and planning instruction in professional learning communities.	1	\$999.00				Original	\$999.00	

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$56,643.00

Acct Description	Description															
Overtime	Overtime for CLF's to provide translation services at 3 parent trainings: Fast Parent Training, Acceleration Parent Night, & ESOL Parent Training 3(2hrs per event x 1 day per wk x 3 events)															
Printing	<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>Smoke Signals (Parent Newsletter) - 3 mailings of brochures</td> <td>7500</td> <td>\$0.75</td> <td>Original</td> <td>\$5,625.00</td> </tr> <tr> <td>Color Printing Services - brochures for parent trainings</td> <td>2500</td> <td>\$0.65</td> <td>Original</td> <td>\$1,625.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Smoke Signals (Parent Newsletter) - 3 mailings of brochures	7500	\$0.75	Original	\$5,625.00	Color Printing Services - brochures for parent trainings	2500	\$0.65	Original	\$1,625.00
Item	Quantity	Rate	Type	Total												
Smoke Signals (Parent Newsletter) - 3 mailings of brochures	7500	\$0.75	Original	\$5,625.00												
Color Printing Services - brochures for parent trainings	2500	\$0.65	Original	\$1,625.00												
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 a community stakeholders.															
Community Language Facilitator	Community Language Facilitator will support parents during parent trainings/conferences and assist student in classes with content comprehension.															
Parent Support by School Staff	Parent Support by School Staff															
Supplies																

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
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 24, 2025 at 7:45 a.m. for faculty and staff, and on March 19, 2025 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 18, 2024 at 6:00 pm in the media center at 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 15, 2024. Additionally, the date and time will be added to the school marquee on Friday, September 13, 2024.

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

I will provide a digital and hard copy agenda, FY25 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 featur of SIS and/or Google Classroom.

- Number of Participants

TBD

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

TBD

- 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

Establishing Strong Positive Relationships with Parents & Families

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

Staff will receive training on how to create the conditions for improving family involvement. The training topics will include how to build positive relationships with parents such as utilizing a system of sending home homework and study tips, creating a system of regular positive news regarding their student's progress, and understanding cultural differences of our ESOL students.

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

By training staff on how to build positive relationships with parents it will increase the level of parental involvement and support.

- What will teachers submit as evidence of implementation?

Teachers will submit samples of newsletter article submitted to school newspaper regarding parent involvement. Teachers will also submit call log detailing the nature of the call and the result of the interaction.

- Month of Training

September

- Responsible Person(s)

Amanda Lescas, SDPBC Multicultural Department

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Establishing Strong Positive Relationships with Parents & Families

- Number of Participants

TBD

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

TBD

- 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

Navigating SIS for our Santaluces 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

- Date of Training

September 11, 2024

- Responsible Person(s)

Wakisha Mawali, 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)

- Amount (e.g. \$10.00)

\$225.00

3. Parent and Family Capacity Building Training #2

- Name of Training

FAFSA (Free Application for Federal Student Aid) Parent Training

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

FAFSA (Free Application for Federal Student Aid) Parent Training

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

The interactive hands-on component is where the parents use laptops to login into <https://studentaid.gov/h/apply-for-aid/fafsa>

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

The expected impact of this training on student achievement is to increase students awareness of post secondary opportunities to attend a learning institute after high school.

- Date of Training

November 13, 2024

- Responsible Person(s)

Kristen Harrell, Guidance Department Coordinator and Guidance Counselors Team

- Resources and Materials

WiFi, Laptops, Student Information

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Course Selection & 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 19, 2025

- **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

- Amount (e.g. \$10.00)

\$225.00

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 I 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 the 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.

Information will be shared in the School-Parent Compact; Parent & Families Engagement Plan summaries; and during Title 1 Annual Meeting.

- Description

Parents will be informed about curriculum and proficiency levels students are expected to meet during Curriculum & Acceleration Parent Night, parent conferences, and IEP/LEP meetings.

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

Copy of Curriculum & Acceleration Parent Night presentation, handouts, and copies of parent conference notes

- 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.

Sample of report card distributed to students, sample of assessment results being distribute, and copy of principal weekly parent email regarding distribution of assessment results

- 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.

Sample of a parent communication via email inviting parents to parent conferences, copy of email distribution results using the District's ParentLink program, SAC meeting invitations and sign-in sheets

- **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 showing the various meeting start times, google meet attendance sheet which are generated automatically and have meeting time stamps, and sample letter or email asking parents to choose a time that is more convenient for them to attend IEP, LEP, or parent conferences

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, agendas and sign in sheets showing the CLFs were present to support parents

- 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, picture of Migrant Education Program brochure being distributed to parents, and school staff referrals log to Migrant Department

- 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.

Copy of referral email to Parent Liaison identifying students who are experiencing homelessness, copy of a completed housing questionnaire, and copy McKinney-Vento program flyer of services offered being distributed to parents

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 instrution, 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 monthly as part of our school's Positive Behavior Interventions and Support program. Our Chiefs Red Ticket are given to students who exemplfy the six pillars of our single culture plan (Confidence, High Expectations, Integrity, Empathy, Focus, and Success). 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 needs are important. Students have the opportunity to be selected to become Safe School Ambassadors. This program is 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, 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
- Mentoring
- PAR Teacher

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

1. Professional Development

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
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy

- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Administration attend several Job Fairs and advertise vacant positions throughout the year. 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 and some teachers are given the opportunity to earn a sixth period supplement based on the academic needs of the students. High stakes tested subject areas receiving common planning for planning and collaboration purposes.