Title I Comprehensive Schoolwide Plan
QUANTUM HIGH SCHOOL (3401)

ELA

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support ELA?

• How will school strengthen the PFEP to support ELA?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

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

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

> This school has chosen to be exempt from this area.

• School

> This school has chosen to be exempt from this area.

• Students

> This school has chosen to be exempt from this area.

• Parents

> This school has chosen to be exempt from this area.

• Staff Training

> This school has chosen to be exempt from this area.

• Accessibility

> This school has chosen to be exempt from this area.

Math

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Math?

• How will school strengthen the PFEP to support Math?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Science

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Science?

• How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

• School

This school has chosen to be exempt from this area.

• Students

This school has chosen to be exempt from this area.

- Parents

> This school has chosen to be exempt from this area.

- Staff Training

> This school has chosen to be exempt from this area.

- Accessibility

> This school has chosen to be exempt from this area.

Social Studies

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

1. List prioritized needs statements.

> This school has chosen to be exempt from this area.

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

> This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

> This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Social Studies?

• How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

• School

This school has chosen to be exempt from this area.

• Students

This school has chosen to be exempt from this area.

• Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Acceleration Success

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Acceleration Success?

- How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

> This school has chosen to be exempt from this area.

Graduation Rate

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

1. List prioritized needs statements.

> For the 2024-2025 school year, Quantum High School will be focused on improving Graduation Rates for our Seniors. During the 2023-2024 school year, 47 Quantum High School students successfully obtained their High School Diploma, meeting all state and district requirements. During the 2023-2024 school year, 126 out of 451 students obtained the ELA/Reading assessment requirement needed to graduate and receive their diploma - less than 28%. During the 2023-2024 school year, 191 out of 451 students obtained the Math/Algebra I assessment requirement needed to graduate and receive their diploma - less than 43%. During the 2023-2024 school year, 47 out of 451 students successfully completed all state and district requirements needed to graduate and receive their diploma - less than 11 %. The goal for the 2024-2025 school year is to increase our overall graduation rate from 10 % to at least 20% by the May 2025 graduation date.

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

> Students coming to Quantum High School are already in danger of not meeting graduation criteria due to low performance while enrolled at their Home School. Quantum High School offers course and credit recovery options to get students back on track to either graduate with us or return to their Home School. Root causes for this low performance vary from student to student, but a large percentage of our students lack foundational reading and math skills, making their ability to pass the courses and required state assessments extremely difficult. Also, due to the nature of the classroom structure at Quantum, a student's advisor teacher may lack the knowledge, skills, and time needed to provide remediation and intensive Reading and/or Math instruction to their students.

3. Share possible solutions that address the root causes.

Possible solutions to address the root causes of low Graduation Rates will be Small Group Targeted Instruction by both the Reading Specialist and Math Specialist; Collaboration between the Math Specialist and Lead Teacher to provide support and training to teachers to support gaps in foundational math skills; Collaboration between the Reading Specialist and Lead Teacher to provide support and training to teachers to support gaps in foundational reading skills.

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

• Communication

Quarterly Progress Reports will be sent home to families for students who are on track to provide updates on progress toward Graduation. Monthly Progress Reports will be sent home to families for students who are not on track to provide updates on progress toward Graduation. These reports will also include the assessments still necessary for graduation. Progress Reports will be provided by the ESE Department, ESOL Department, and the Advisory teacher. Parent Conferences will be scheduled as needed. Daily attendance calls will also occur as there is a direct correlation between regular attendance and graduation rates.

• Parent Training

Parent trainings will be held in the Fall and Winter/Spring to review and explain all Graduation requirements, the Curriculum platform used by Quantum High School for courses and credit recovery, the Parent Portal which allows parents to track their student's progress toward graduation and answer any questions parents may have regarding student progress.

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

• School

The staff will work diligently to ensure that students understand their graduation plan, progress toward graduation, and all remaining requirements needed to earn a High School Diploma. All students on an Individualized Education Plan will have waivers requested once they have met their assessment attempt criteria.

- Students

Students will have regular attendance and work to close the classes needed to earn all required credits toward graduation. Students will also work to successfully pass all required states assessments needed to receive their High School Diploma.

- Parents

Parents/Guardians will help to ensure regular, on-time student attendance and continuously stay up to date on their student's progress in meeting all state and district graduation requirements. Parents/Guardians will also work alongside school staff to provide positive support and motivation for their student(s).

- Staff Training

Staff will receive training to further understand all state and district graduation requirements, including credits to be earned in each area, required assessment and concordant scores, and updating the graduation plans. Staff will also receive training on how to support and communicate this information to all students and parents/guardians.

- Accessibility

All students and stakeholders will have access to the required resources necessary to successfully complete all state and district requirements for graduation.

Action Step: Classroom Instruction

To provide differentiated small group and individualized instruction to increase student achievement.

Budget Total: **$67,443.65**

Acct Description	Description					
Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Consumable workbooks for supplemental instruction	287	$39.95	Instructional Materials	Original	$11,465.6
	Amendment 38 / BT # 1 removing	1	-$1,443.24	Instructional Materials	Amendment	-$1,443.2
	Amendment 38 / BT # 1 removing	1	-$412.50	Instructional Materials	Amendment	-$412.50
	Amendment 38 / BT # 1 removing shipping	1	-$1.00	Instructional Materials	Amendment	-$1.00
	Amendment 38 / BT # 1 removing No-Nonsense Algebra, 2nd Edition	1	-$3,031.64	Instructional Materials	Amendment	-$3,031.6
	Amendment 38 / BT # 1 removing	1	-$1,139.24	Instructional Materials	Amendment	-$1,139.2
	Amendment 38 / BT # 1 removing	1	-$224.72	Instructional Materials	Amendment	-$224.72

Acct Description	Description				
Computer HW; cap	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	Dell Latitude 5450 14" Laptop	4	$1,303.32	Amendment	$5,213.28

Acct Description	Description
Resource Teacher	11.20.24 -- Grayson Seager is acting as a full-time Interventionist/Resource Teacher/Academic Tutor. This interventionist will work with students in grades 9-12. They will do small group instruction in Math and ELA, they relate to ACT/SAT and State Assessments.

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: **$1,035.85**

Acct Description	Description
Supplies	
Postage	

Supplies

Item	Quantity	Rate	Supply Type	Type	Total
Supplies for parent trainings (paper, pens, folders, highlighters, index cards, cardstock , etc)	1	$423.85	General Supplies	Original	$423.8

Postage

Item	Quantity	Rate	Type	Total
Families of 450 students will receive 2 letters about parent trainings in the PFEP and title I information (Fall and Winter)	900	$0.68	Original	$612.0

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

Quantum High School engages with families in positive and meaningful ways. Celebrating students' successes and achievements are an integral part of building strong relationships and creating an environment that is conducive to learning. We consider our families as partners and value their input when it comes to soliciting their opinions on school-wide decision-making.

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
Ron McCarthy	Principal
Joseph Roberts	Assistant Principal
Elizabeth Speckman	College and Career Coach / Lead Teacher
Rico Ramirez	School Secretary
Nick Booker	Treasurer
Elizabeth Griffin	Title I Coordinator/Reading Specialist

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

During the initial School Meeting, individuals will be nominated and voted upon to serve for the 2024-2025 school year. This will include school staff, parents/guardian, and student representatives (if applicable). This Board will serve to represent the interests of all stakeholders at Quantum High School.

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

SAC/School Meetings will be held in September, October, December, February, and April. During these meetings, aspects of the CNA/SWP/PFEP will be discussed as it relates to the meeting topic, academic progress, and graduation rates for Quantum High School students. These meetings will be separate from those designated for Parent Training.

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

School staff and stakeholders were included in the data review for 2023-2024 and that data review was used to identify the need to focus on Graduation Rates. During the 2023-2024 school year, 70 students or approximately 10% of students successfully completed all state and district requirements to receive their High School Diploma. The goal for the 2024-2025 school year (assuming enrollment is at or near the same) is for at least 80 students, or approximately 12% of students to successfully complete all state and district requirements to receive their High School Diploma.

Name	Title
Ron McCarthy	Principal
Joseph Roberts	Assistant Principal
Elizabeth Speckman	College and Career Coach / Lead Teacher
Elizabeth Griffin	Title I Coordinator/Reading Specialist
Nadine Williams	Math Specialist
James Ramirez	ESE Coordinator
Stephen Hinman	ESOL Coordinator

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?

Annual Title I Meeting will be held in person and virtually on Thursday, September 25, 2024 at Quantum High School in either Classroom 5 or 6 and broadcast virtually via Microsoft Teams or Google Meets.

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

The meeting will be advertised at Open House, posted on the Quantum High School website, and messages will be sent our via BlackBoard Connect (text, email, and robo call) each Monday between the first day of school and the night before the meeting.

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

PowerPoint Presentation (provided by the District and edited for Quantum High School), Handouts explaining Title I and its benefit to Quantum High School, copies of the SWP Summary Sign In Sheet for face to face meeting attendees, Microsoft Form link for Sign-in Sheet to be used by those attending virtually All handouts and copies will be provided in English, Spanish, Creole, and Portuguese

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

Supporting Parent Portal Access

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

  Staff will learn to use the parent portal to provide input including student data, attendance, and progress. This can be shared with families.

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

  Staff will be able to help parents to have instant access to their student's progress toward their academic goals.

- What will teachers submit as evidence of implementation?

  Printed grades, pacing guides, and sreenshost of portal information.

- Month of Training

  August

- Responsible Person(s)

  Ronald McCarthy, Elizabeth Griffin

2. Reflection/Evaluation of Training #1

- Name and Brief Description

  TBD

- 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

Federal Financial Aid Application

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

Staff will learn how to prepare parents to acquire the ability to successfully fill out an application for federal financial aid for their respective students.

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

Parents will successfully learn how to fill out the FAFSA in order to apply for federal financial aid for their child's higher education.

- What will teachers submit as evidence of implementation?

Teachers will submit the following as evidence of training: FAFSA Power Point Presentation FAFSA information handouts Parent sign in sheet

- Month of Training

November

- Responsible Person(s)

Ronald McCarthy, Elizabeth Griffin, Joseph Roberts, Dr. Elizabeth Speckman

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- 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

Access Your Student's Progress

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

Parents will learn how to access the Parent Portal online. This will allow them to find their student's grades, pacing guides, and Reading Plus progress.

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

Parents will be given training on Annual Title I Meeting will be held in person and virtually on Thursday, October 24, 2024 at Quantum High School in either Classroom 5 or 6 and broadcast virtually via Microsoft Teams or Google Meets.

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

  The expected impact on student achievement is positive student academic growth due to parental support. Increased parent involvement can make students more motivated and invested and is closely linked to better student behavior and higher student achievement.

- **Date of Training**

  The date of training is October 25, 2024.

- **Responsible Person(s)**

  Ronald McCarthy, Elizabeth Griffin, Joseph Roberts

- **Resources and Materials**

  The materials are the internet, iPads, Laptops, Smartboard, direction hand-outs, printing paper, printer.

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

  $0

3. Parent and Family Capacity Building Training #2

- **Name of Training**

  The FAFSA Application

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

  Parents will learn how to access the FAFSA form online and apply for Federal funding for their student's higher education.

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

Teachers will assist parents to access and fill out the FAFSA form online in order to apply for grant monies for higher education for their students.

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

This training will support parent involvement in their children's education. Research shows that parent engagement in schools is linked to higher academic achievement.

- Date of Training

February 13, 2025

- Responsible Person(s)

Ronald McCarthy, Elizabeth Griffin, Dr. Elizabeth Speckman

- Resources and Materials

Smart Board, FAFSA guide handouts, Power point Presentation

- Amount (e.g. $10.00)

$0

5. Parent and Family Capacity Building Training #3

- Name of Training

-

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

  > -

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

  > -

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

  > -

- Date of Training

  > -

- Responsible Person(s)

  > -

- Resources and Materials

  > -

- Amount (e.g. $10.00)

  > -

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

McKinney Vento Program

• Describe how agency/organization supports families.

Quantum High School partners with McKinney Vento Program to provide case management and county resources to families experiencing homelessness.

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

Meeting notes from Monthly/Quarterly meetings with Judith McInnes (case manager) 561-434-8640 Feedback from staff regarding progress of students

• Frequency

As needed

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

• Name of Agency

Teen Parent Program

• Describe how agency/organization supports families.

Quantum has a population of teen parents. The school will partner with the Teen Parent Program to ensure that these families and students have access to as many resources as possible to be successful.

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

Flyers, referrals to agencies, list of families receiving services.

- Frequency

Quarterly

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

- Name of Agency

The Soup Kitchen

- Describe how agency/organization supports families.

The Soup Kitchen provides resources to families experiencing food insecurity and internships to foster professional development.

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

Meeting notes from Monthly/Quarterly meetings with Zulma Philips (director of outreach program) 561-732-7595. Feedback from staff regarding progress of students. Emails with correspondence

- Frequency

As needed in relation to our student needs

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

We provide communication through our Black Board messaging system, emailed messages, and events posted on the school website. We will host a Title I Annual Meeting in September. We intend on having meetings with all stakeholders throughout the year. The flyers for these meetings will also be posted throughout the school entry ways and hall message boards.

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

Messages via Blackboard Flyers/Invitations Meeting agendas

- Description

School curriculum and proficiency levels will be communicated via the school website, the parent portal, and via email updates sent from Administration. Meetings will also be scheduled in September 2024 and February 2025 to review Graduation Requirements and student progress. Teachers and staff also provide progress monitoring reports to parents and families throughout the year. These include academic progress and assessments needed for graduation.

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

Meeting Flyers/Invitations Meeting Agendas Annoucements via Blackboard and emails Email communication by teachers

- Description

Two meetings are scheduled throughout the year to review Graduation Requirements, which include academic assessments. These meetings will be September 2024 and February 2025. Teachers and staff also provide progress monitoring reports to parents and families throughout the year. The parent Portal will be continuously be teachers as well. These include academic progress and assessments needed for graduation.

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

Meeting Flyers/Invitations Annoucements via Blackboard and email Email communication by teachers

- Description

Parents and families will be informed of all meeting pertaining to decision making. A parent member will be added to the School Advisory Council. A CNA stakeholder meeting will take place in the Spring.

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

Emails to parents School website posting soliciting parent participation in SAC. Board meetings

- Description

Meetings will be planned for the early evening and offered in a hybrid format. Recording of meetings will be posted on the school website.

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

Meeting Flyer/Invitation Meeting Agenda Screenshot of School website with Recordings posted for parents to view at their leisure.

Accessibility

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

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

We have staff personnel that speak Spanish and Creole which make up the at home languages of our families. Additionally, we will partner with the District Multilingual Department to support parents and families with limited English proficiency. We will send correspondence home in native language when possible.

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

Communication will be provided in English, Spanish, Creole, and Portuguese.

- Description

We have ESE personnel who are equipped with the skills to assist parents in this area. We also have an assistant principal who coordinated these efforts in the district for multiple years as needed. We have accessible parking and have accessible restrooms available.

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

Communication with parents and families with disability to arrange renewal meetings, responding to concerns, planning supports for testing and interventions will be provided. Photos of handicap parking and restrooms will be uploaded.

- Description

> This will be addressed by first identifying families and working with our social worker to provide services. Information to resources will be provided. Referrals to the district migrant department may be made as needed.

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

> Email communication with the migrant department and school based social worker to arrange resources.

- Description

> The school based social worker will coordinate with the District department for Homeless students as they are identified within our student population.

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

> Email communication with the student homelessness department and school-based social worker to arrange resources. A log with calls or home visits may also be kept.

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

> Open House and BBQ - August 8, 2024

- Brief Description

We invited every family in for a BBQ and Open House during the early evening on Thursday, August 8, 2024. This will be an opportunity for families and students to meet with teachers and staff, meet the principal, tour campus, and learn about the program.

2. Activity #2

- Name of Activity

-

- Brief Description

-

3. Activity #3

- Name of Activity

-

- Brief Description

-

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;
- Promote positive behavior;
- Develop students organizational skills;

- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Quantum High School provides students with wraparound social services support and crisis intervention services that prepare them for graduation and successful postsecondary transition. The Principal, Assistant Principal, Family Support Specialist, Career Coach, and other school personnel meet with community agencies that provide services to students and families with the goal of encouraging community-based service providers to partner with the school to provide necessary services to students and their families. Additional sources of supportive services benefit the students in ways listed below: Providing needed services and resources for students and families, such as: Individual, group, and family counseling Drug and alcohol abuse prevention Crisis intervention Mental health evaluations Pregnancy counseling and parenting skills Probation and truancy services Allowing for follow-up and referral to outside agencies as needed Many students who drop out of high school or are at risk of dropping out face barriers to educational success unrelated to their school experience. Students report that family obligations, pregnancy, childcare, mental health issues, addiction, homelessness, lack of financial support, or the need to work can distract them from their educational success. We understand that unless social, emotional and behavioral needs are effectively addressed, learning will bed difficult and academic growth will be an unrealistic objective. A key priority of our school is the provision of social and crisis intervention services to students. As such, students are provided with comprehensive social services, crisis intervention, and behavioral health services as described in this plan. The School's mental health plan includes an on-campus mental health/social work clinician, a comprehensive psycho-social assessment at the time of enrollment, and both on-campus and off-campus referrals to a wide array of social services targeting the individual needs of each student. The Schools' licensed clinician (Family Support Specialist) secures MOUs with many local social welfare agencies to ensure a seamless process in which students and their families are connected with and have easy access to needed supports. Furthermore, the School provides interactive classroom-based lessons on skills for learning and life awareness. These lessons focus on boosting students' social, emotional and academic skills as well as improving the social climate. All provided interventions are logged to ensure appropriate follow-through and to measure the impact of services provided on the success and overall mental health of receiving students. In addition to supports to students and parents, our Family Support Specialist coordinates and delivers on-going professional development for school administration and staff on mental health topics to include but not limited to crisis intervention, suicide awareness and prevention, physical and sexual abuse awareness and reporting requirements, and general best practices in effectively working with at-risk youth and youth and family with histories of trauma. All staff is trained and certified annually on Handle With Care, a physical and verbal crisis intervention method and the Mental Health First Aid.

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

Tier 1: Core Instruction and Supports Academic and behavior instruction and supports designed and differentiated for all students in all settings. Tier 2: Targeted and Supplemental Interventions and Supports Individual or small group targeted instruction/intervention and supplemental supports in addition to and aligned with Tier 1 academic and behavior instruction and supports. Tier 3: Intensive and Individualize Interventions and Supports the most intensive instruction/intervention based on individual student needs in addition to and aligned with Tier 1 and Tier 2 academic and behavior instruction and supports. Meetings to track students progress are ongoing and as needed. The team will meet once per month to review students at all levels to determine strengths, challenges, and target areas for growth.

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

Our school ensures that the core instructional program provided by Edmentum/Apex Learning and strategies are directly correlated to the adopted curriculum. Edmentum/Apex Learning courses serve as the school's primary curriculum and provides foundational, comprehensive, honors, and advanced placement courses. Edmentum/Apex Learning (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida State Standards. A Balanced Assessment Model provides data that is both summative and formative in nature. Our data analysis structures are put in place so that every member of the school is involved in solution finding that leads to greater student success. Teachers engage in individual review, and team review of student data within Professional Learning Communities, while our leadership engages in school wide, grade level, and content area level analysis. This cohesive structure provides a layered view that reaches every piece of our school. The school's data-driven decision-making process follows this cycle: Plan, Implement, Assess/Analyze Results; and Adjust/ Modify. This cycle is rooted in solution finding activities that lead towards improved student learning through our holistic data based decision-making model. Our accelerated learning model is student-directed, standard and mastery-based, and technology-enhanced learning to serve over-age, under-credited, and retained students who learn at different rates and have diverse learning styles. Using a combination of instructional software, student-directed learning activities, and supplemental resources and materials, the curriculum will have the breadth and depth to provide students with the required courses to comply with the graduation requirements to earn a high school diploma. The school's innovative instructional program will contain the following elements, which contribute to student learning and achievement and reduce the likelihood that a student will drop out. Small Learning Environment – Safe and secure learning environment that will provide small student/teacher ratios for personalized attention and learning. A Blended Teaching and Learning Environment – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the teacher, the learner and the software. Rigorous and Relevant Curriculum – Curriculum aligned to the State Standards focused on making real-world connections relevant to students' lives. Individual Success Plan – A comprehensive plan that serves as a "roadmap" to student success. Integrated Support Services – A Family Support Specialist (FSS) that works with each student to address and remove the personal, social, and behavioral barriers that prevent students from being successful. Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic. Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan. Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on targeted intervention Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards. Teachers and support staff seek to improve access to the arts and music education. Students can still participate in extracurricular activities with their referring schools. Our staff supports college and career counseling and provide programming to improve instruction and student engagement in the enrichment of science, technology, engineering, and mathematics (STEM); promote access to accelerated learning opportunities; and strengthening instruction in American history, civics,

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

The mission of our school is not only to help at-risk students graduate with a diploma but to also prepare them for postsecondary success. We prepare students to be college and career ready by exposing students to college and career fairs. We host a career fairs throughout the school year. We also have military recruiters expose our students to career opportunities in the military. Formal and informal partnerships with community agencies and postsecondary institutions are developed to enhance the services provided to all students. The Family Support Specialist secures affiliation agreements with community agencies and postsecondary institutions to bring university mental health and social work program interns on campus and enhance the overall social services provided. The Career Coach hosts College and Career Fairs, postsecondary presentations and workshops, and connects with community industry representatives for the purpose of connecting students to additional college and career representatives and resources. Quantum High School provides ACT and SAT prep throughout the year. The school also provides waivers for students to take the ACT each semester. Quantum High School also has a Career Coach and a Graduation Coach. The Career Coach and Graduation Coach help students register for SAT and ACT exams, as well as provide test preparation workshops to support students through this process. ACT Plan is administered to students to further support performance on the ACT exam. The Career Coach schedules ASVAB administration and interpretation for students. College and Career Fairs and post-secondary presentations are conducted to connect students to additional postsecondary representatives and resources. Students complete college and career-related activities in "My Florida Career Shines" and, as a result, earn credit in the Personal, Career and School Development Skills courses. Additional Support: 1. Working with students in career exploration, research and planning, employment skills, interpretation of career and college assessments, job placement, securing and disseminating resources that assist students through the process of post-secondary exploration, application, and selection; working closely with teachers, administrators, support staff, employers, and others to accomplish the goal of all students successfully transitioning to a post-secondary pathway. 2. Assist with student orientation process. 3. Coordinate post-secondary readiness, preparation and transition activities. 4. Monitor students' post-secondary transition progress and My Success©, document and record all post-secondary activity. 5. Manage the College and Career Center and its activities. Network with community resources in order to provide experiential learning in careers through work experience, job shadowing, internships, and possible employment. 6. Assist students in the development of job readiness skills and personal qualities to prepare them to be competitive in the job market; i.e., personal appearance, punctuality, courtesies of expression, responsibility, confidentiality. 7. Organize employment and post-secondary functions for students, parents and family members (financial aid, career days, motivational speakers, college admission representatives, military recruiters, field trips, etc.) 8. Assist in all initiatives to ensure the school meets defined FTE enrollment and attendance goals 9. Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days. 10. College & Career Day (Fall and Spring)

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

Our school's teacher mentoring program consists of pairing or assigning a veteran teacher to act as an adviser or coach for a beginning teacher in order to form a formalized relationship that can help provide support and opportunities for growth. Our mentor teachers play an essential role using strategies such as consultation, demonstration, and observation that act as the primary source of assistance for our new teachers. The school has an ongoing professional development plan that is implemented during the school year and all new hires are required to be involved in the trainings for every aspect of our model. Planned Mentoring Activities: 1. Regular meetings to discuss individual student academic data, performance, and overall strategies for improving student performance in coursework and on standardized exams. 2. Review instructional best practices and application activities relating to all major areas of standard operation and in the classroom. 3. Provide opportunities for mentee to shadow the mentor during classroom instruction and share related views on lesson structure, lesson delivery and choice of assessments 4. Classroom observations and follow-up to address best practices in the area of classroom management. 5. Regular meetings to discuss individual student attendance and overall strategies for improving student attendance. 6. Review instructional and non-instructional best practices and applications relating to time management and the use of nonverbal cues. Regional Support District Curriculum Support (ESE, ESOL, SBT, Multicultural) Consultant Peer Observation Program using Palm Beach Model of Instruction Education Support Program for New Teachers Child Abuse Reporting Classroom Management/Building Relationships • Progress Monitoring and ISPs • Celebrating Success and Course Completion Process • Reading Plus • Handle with Care • Suicide Prevention, Bullying, and Working with At-Risk Youth • Child Maltreatment Identification and Reporting School Improvement Plans – 1Hr. • School Improvement Plan (Goals, Barriers, Strategies) • Standard Based Instruction • Performance Matters • Evidence of Learning (Anchor Charts/Celebrating Success) • Data Chats and Progress Monitoring • ESE & ESOL Accommodations • Positive Behavior Support Mental Health First Aid

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

Retention:
- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders

- 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

- 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

The steps in the recruitment and hiring process generally follow the steps below, but may be modified slightly for particular positions: A nationwide search is conducted, including referrals from board members, job postings in Education Week, Indeed, Teachers-Teachers.com, CareerBuilder.com, ALS company website, and other pertinent publications. Screening interviews are conducted by phone to ensure the right fit for the teacher to the job with the School and interviews are conducted with the principal and designated staff. Background and extensive reference checks are conducted. Upon the return of a successful background check, an offer of employment is extended to the candidate, offering a compensation and benefits package competitive with the local job market for teachers and support staff. All faculty and staff have the certification, endorsement, or other credentials required for their positions. No teacher or staff member will be hired who would not have been eligible for hire by the School District. Professional development is extensive and ongoing, incorporating evidence-based strategies and resources. Professional learning activities focus on coaching and mentoring, and team teaching. Administration meets regularly with teachers and periodic incentives are provided for high performing staff. Recruitment: Collaboration with HR and Region Office Online Job Search sites Networking within district Retention: Effective Training, Mentoring/Peer Teacher Support Collaborative Planning Coaching Support Staff Incentives Professional Development Opportunities for part-time pay such as tutoring