
Title I Comprehensive Schoolwide Plan
SANTALUCES COMMUNITY HIGH (1611)

ELA

1. List prioritized needs statements.

SY24 Data: ELA Achievement – 50% ELA L25% – 60% ELA Learning Gains – 59% SY25 EOC Data: All Categories – TBD SY25 PM1 Data: PM2 Data: PM3 Data: 9th Grade – 46% 40% 45% 10th Grade – 42% 45% 50% Data trends shows some improvement in the percentage of students scoring at proficient levels on ELA assessments. However, the majority of students are not scoring at proficient 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 amounts 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 language barriers to understanding English speaking presenters regarding FAST and BEST assessment trainings

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...) PD training that focuses on implementing rigorous and informational text for ELA and Reading teachers. PD training that focuses on increasing students' level of engagement and motivation PD training that focuses on effective strategies to support students with IEP/504 Plans PD training that focuses on implementing small group instruction and differentiated instruction PD training on increasing rigor in our ESOL classes PD training on the various instructional models for support facilitation classes with ESE - Support Facilitation teachers Collaboration with team regarding scaffolding tested benchmarks and develop instruction Provided with resources that will help teachers on scaffolding benchmarks, analyzing student data and differentiating instruction based on student data. Resources to increase rigor in accelerated classes Resources to teach ACT, SAT, and CLT strategies 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) Headphones for parents for translation purposes during parent trainings and group meetings

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 school newsletter to parents twice a year. 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 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 events, 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**

Staff Trainings will be provided to show staff how to pull and analyze student data in Performance Matters, effective practices for increasing parental involvement, 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 – Creole Speaker. Host parent trainings in wheelchair accessible places on campus

Math

1. List prioritized needs statements.

SY24 Midterm Data: Math Achievement – 31% SY24 Data: Math Achievement – 34% Math L25% – 55% Math Learning Gains – 44% SY25 Midterm Data: PM3 Data: Algebra 1 – 14% 33% Geometry – 31% 33% SY25 EOC Goals: Math Proficiency – +6 Math L25% – +10 Math Learning Gains – +10 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**

Weekly emails from the Principal in all different languages. Automatic calls throughout the year to parents in all different languages. Mail school newsletter to parents twice a year. 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**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math). Parent training to inform parents about the various standardized 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.

- **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 - Creole. Host parent training in wheelchair accessible places on campus.

Science

1. **List prioritized needs statements.**

SY23 Biology EOC Achievement - 53% SY24 Biology EOC Achievement – 61% SY25 Biology Midterm – 36% SY25 Goal: Increase Biology EOC Achievement to 68% The top priority is to increase proficiency in Biology to 68%. 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 analyze data to determine small grouping or differentiated instruction do not use small group instruction effectively with meaningful learning activities 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 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

Weekly emails from the Principal in all different languages. Automatic calls throughout the year to parents in all different languages. Mail school newsletter to parents twice a year. 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**

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 - Creole. Host parent training in wheelchair accessible places on campus.

Social Studies

1. List prioritized needs statements.

SY23 US History EOC Achievement - 61% SY24 US History EOC Achievement – 65% SY25 US History Midterm: 47% The top priority is to increase proficiency in US History to 70%. In order to increase proficiency in US History, students must show an increase in reading comprehension and fluency skills, and academic vocabulary.

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

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 Professional Development on: • incorporating ELA and test-taking strategies into the curriculum • differentiated instruction and small groups • how to deliver rigorous instruction to ELL students • effective strategies to support students with IEP/504 Plans • various instructional models for support facilitation teachers with inclusion teachers • 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 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 semiannual 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 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 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.

- **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 - Creole. Host parent trainings in wheelchair accessible places on campus

Acceleration Success

1. List prioritized needs statements.

SY2023 College and Career Acceleration – 64% SY2024 College and Career Acceleration – 65% SY2025 College and Career Acceleration – 58% SY2026 Current Acceleration: 287/ 597 Seniors 48% SY2026 Acceleration Goal: 70% or 131 more students Increase enrollment accelerated or industry certified classes: SWD Male, ELL Male, and Black males. Increase overall acceleration achievement percentage to 68%

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: New teachers teaching accelerated courses Course Syllabus and requirements changed on the national level 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: Professional development for AICE & AP courses and training for delivery of instruction 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 semiannual newsletter.

- **Parent Training**

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

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

- **School**

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

- **Students**

Attend 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 - Creole. Host parent training in wheelchair accessible places on campus.

Graduation Rate

1. List prioritized needs statements.

SY2023 Graduation - 93% SY2024 Graduation – 96.5% Goal: Improve graduation rate by 3% 48% of our 10th grade students are projected to score at proficiency levels on FAST (ELA) PM#3. The higher the number of 10th graders scoring at proficient levels on FAST (ELA) the more students graduate on time.

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

Students: Who are in the 9th – 11th grade are falling behind graduating cohort due to failing courses throughout the year 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 failing students participate in a summer credit recovery program Teachers: should progress monitor students' academics and attendance should be equipped with CLT, 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. Weekly emails and callouts from the Principal in all different languages. Mail semiannual 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. 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 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 - Creole. 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: \$660,360.50

Acct Description	Description
Classroom Teacher	High School Health Teacher will support mental health to assist students with healthy coping skills, interventions, identification of emotions, and creating healthy habits. Students will receive Skills for Learning a Life Instruction with organizational and life skills. JC 51100
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																											
Extra Periods	(5) Full year of extra periods for Algebra 1, Biology, US History, Geometry, English 9-12 (5 x \$5370)																											
Resource Teacher	Resource Teacher will provide support to students in accelerated courses, and assist with Access, and Post-secondary Readiness, in a push-in/pull-out model of support.																											
Social Service Facilitator	The Social Service Facilitator will support the needs of life skills learning for students in grades nine (9) through twelve (12) through one-on-one classroom support, small groups, classroom visits, progress monitoring for academics, behavioral referrals for comprehensive wrap-around services, and the overall collaboration with School Counselors, co-located Therapist, School Behavioral Health Professionals, parent and community stakeholders.																											
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.																											
Out-of-system Subs	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Substitutes for classroom teachers</td> <td>4</td> <td>\$18.00</td> <td>7</td> <td>7</td> <td>1</td> <td>Original</td> <td>\$3,430.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	Substitutes for classroom teachers	4	\$18.00	7	7	1	Original	\$3,430.00											
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Extra Periods	Intermittent Extra Periods to prepare for End of Course exams in ELA, Math, and Science. Will begin in April. (6 tutors x 2 periods per week x 1 period per day x 3 weeks x \$37 per hr)																													
Secondary Tech Support Tech STST	Tech Support will provide assistance by connecting devices, verifying proper operation, and ensuring staff can operate computers and other instructional technologies (document cameras, projectors, presentation software, interactive technology boards, etc.)																													
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="415 734 1434 821">Item</th> <th data-bbox="1434 734 1583 821">Quantity</th> <th data-bbox="1583 734 1759 821">Rate</th> <th data-bbox="1759 734 1887 821">Type</th> <th data-bbox="1887 734 2022 821">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 821 1434 1016">DeltaMath allows teachers to differentiate instruction by mixing and matching problem sets and controlling rigor to create additional practice opportunities for students in grades 9-12 while progress monitoring their performance. (site license-900 students)</td> <td data-bbox="1434 821 1583 1016">1</td> <td data-bbox="1583 821 1759 1016">\$6,000.00</td> <td data-bbox="1759 821 1887 1016">Original</td> <td data-bbox="1887 821 2022 1016">\$6,000.00</td> </tr> <tr> <td data-bbox="415 1016 1434 1211">Turn It In supports core writing instruction for all students in ELA and AICE classes grades 9 -12. The data bank is used as a resource to check students' work for plagiarism and writing mechanics. (site license-1000 students)</td> <td data-bbox="1434 1016 1583 1211">1</td> <td data-bbox="1583 1016 1759 1211">\$10,600.00</td> <td data-bbox="1759 1016 1887 1211">Original</td> <td data-bbox="1887 1016 2022 1211">\$10,600.00</td> </tr> <tr> <td data-bbox="415 1211 1434 1373">Scholastic provides supplemental materials for assessment preparation for students in AICE English and English Hon/Reg grades 9-12. (site license-900 students)</td> <td data-bbox="1434 1211 1583 1373">1</td> <td data-bbox="1583 1211 1759 1373">\$3,500.00</td> <td data-bbox="1759 1211 1887 1373">Original</td> <td data-bbox="1887 1211 2022 1373">\$3,500.00</td> </tr> <tr> <td data-bbox="415 1373 1434 1528">IXL will be used to provide individualized extra practice to reinforce content taught in Algebra 1&2, Geometry, and Liberal Arts Math for students in grades 9-12. (site license-900 students)</td> <td data-bbox="1434 1373 1583 1528">900</td> <td data-bbox="1583 1373 1759 1528">\$8.50</td> <td data-bbox="1759 1373 1887 1528">Original</td> <td data-bbox="1887 1373 2022 1528">\$7,650.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	DeltaMath allows teachers to differentiate instruction by mixing and matching problem sets and controlling rigor to create additional practice opportunities for students in grades 9-12 while progress monitoring their performance. (site license-900 students)	1	\$6,000.00	Original	\$6,000.00	Turn It In supports core writing instruction for all students in ELA and AICE classes grades 9 -12. The data bank is used as a resource to check students' work for plagiarism and writing mechanics. (site license-1000 students)	1	\$10,600.00	Original	\$10,600.00	Scholastic provides supplemental materials for assessment preparation for students in AICE English and English Hon/Reg grades 9-12. (site license-900 students)	1	\$3,500.00	Original	\$3,500.00	IXL will be used to provide individualized extra practice to reinforce content taught in Algebra 1&2, Geometry, and Liberal Arts Math for students in grades 9-12. (site license-900 students)	900	\$8.50	Original	\$7,650.00				
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Acct Description	Description											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 217 1123 293">Item</th> <th data-bbox="1123 217 1283 293">Quantity</th> <th data-bbox="1283 217 1465 293">Rate</th> <th data-bbox="1465 217 1738 293">Supply Type</th> <th data-bbox="1738 217 1881 293">Type</th> <th data-bbox="1881 217 2022 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Notebook Paper	100	\$0.50	General Supplies	Original	\$50.00						
	Folders	100	\$1.00	General Supplies	Original	\$100.00						
	Binders	300	\$5.00	General Supplies	Original	\$1,500.00						
	Pencils	50	\$1.00	General Supplies	Original	\$50.00						
	Chart Paper	1	\$202.75	General Supplies	Original	\$202.75						
	Copy Paper	60	\$33.00	General Supplies	Original	\$1,980.00						
	Whipebook Chart Paper - Reusable	10	\$85.00	General Supplies	Original	\$850.00						
	Adjustment - benefits credit and final allocation.	1	\$10,912.75	General Supplies	Other	\$10,912.75						
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.											
Educational consultants	<table border="1"> <thead> <tr> <th data-bbox="422 1040 1465 1117">Item</th> <th data-bbox="1465 1040 1604 1117">Quantity</th> <th data-bbox="1604 1040 1766 1117">Rate</th> <th data-bbox="1766 1040 1904 1117">Type</th> <th data-bbox="1904 1040 2022 1117">Total</th> </tr> </thead> </table>		Item	Quantity	Rate	Type	Total					
Item	Quantity	Rate	Type	Total								
	Latinos in Action Program - The Latinos In Action program is crafted to cater to each student's unique requirements, fostering empowerment for all to thrive, uniting high achievers with those yet to discover their full potential.		1	\$2,500.00	Original	\$2,500.00						

Action Step: Professional Learning

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: \$29,851.00

Acct Description	Description										
Travel out-of-state	Item							Quantity	Rate	Type	Total
	National Principal's Conference on School Leadership -This will afford the principal the opportunity to collaborate and learn best practices from secondary educators across the nation. The conference will be held July 11 - 13, 2025 in Seattle Washington. 1(Registration - \$950, Transportation - \$1142, Lodging - \$2,500, Per Diem - \$108) Total Cost = \$4,700							1	\$4,700.00	Original	\$4,700.00
Teacher Collaboration	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	12 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 calendars covering first and secondary benchmarks in August and December.		12	\$25.00	2	1	27	Certified	Original	\$16,200.00	
Travel in-county	Item							Quantity	Rate	Type	Total
	Cambridge (AICE Professional Learning) to provide AICE teachers with updated course knowledge of the syllabus they teach to utilize in their instructional practices. 5(Registration - \$700) Boca Raton, FL - August							5	\$700.00	Original	\$3,500.00

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: \$37,986.00

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Overtime for Community Language Facilitators 's to provide translation services at 3 parent trainings: Fast Parent Training, Acceleration Parent Night, & ESOL Parent Training 2(2hrs per event x 1 day per wk x 3 events)	2	\$27.00	3	2	1	Non-Certified	Original	\$318.00
Printing	Item	Quantity			Rate	Type	Total		
	Smoke Signals (Parent Newsletter) - 3 mailings of brochures	7500			\$0.75	Original	\$5,625.00		
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Pens	1	\$30.00	General Supplies		Original	\$30.00		
	Copy Paper	3	\$33.00	General Supplies		Original	\$99.00		
	Toner	1	\$2,002.00	Technology		Original	\$2,002.00		
	Refreshments for Parent Trainings	250	\$3.00	Program Supplies		Original	\$750.00		

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, parent and community stakeholders.

Mission Statement

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

Name	Title
Tameka Robinson	Principal
Wakisha Mawali	Title 1 Contact
Stephanie Sorenson	SAC Chair
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 23, 2026 at 7:45 a.m. for faculty and staff, and on March 18, 2026 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

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

Each year, families are invited to attend this meeting at the beginning of the school year to learn more about our schoolwide Title I Program and the requirements of Title I. The Annual Meeting will be held on Wednesday, September 23, 2025 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.).

Parents, teachers, and the community will be notified by invitations emailed regarding the Annual Meeting. A message, with the date and time, will also be displayed on the school's marquee.

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, FY26 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

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Staying Connected with Families via District Resources (ParentLink, 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 ParentLink, 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 ParentLink messages, SIS Comments Log, or parent conference notes.

- Month of Training

September

- Responsible Person(s)

Wakisha Mawali, Tameka Robinson, EdD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Cultivating 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)

Wakisha Mawali

Parent Trainings

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. 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 10, 2025

- **Responsible Person(s)**

Wakisha Mawali, Amanda Lescas

- **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**

BEST, FAST, EOC Parent Night

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

Parents will learn by grade level the assessments their students will take during the school year. Parents will also learn how these assessments impact students' graduation status.

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

Parents will access the Florida State Assessment parent portal website to view students have performed on assessments.

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

Parents will support the school in getting students prepared for assessments.

- **Date of Training**

November 12, 2025

- **Responsible Person(s)**

Wakisha Mawali

- **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)**

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 18, 2026

- 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

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

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

3. Partnership #3 - 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

Communication

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

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

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

Academy & Choice Programs Open House

- Brief Description

Parents will learn about the varying academies our school offers. Parents and students will be able to interact with academy students and teachers during the campus showcase fair portion of the open house.

Building Non-Academic Skills

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 exemply 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

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 suport. 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

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

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

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

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

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 Learning 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.