
Title I Comprehensive Schoolwide Plan
QUANTUM HIGH SCHOOL (3401)

ELA

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

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?

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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

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?

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This school has chosen to be exempt from this area.

- School

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- 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

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?

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This school has chosen to be exempt from this area.

- School

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- 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

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?

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This school has chosen to be exempt from this area.

- **School**

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- **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

1. List prioritized needs statements.

Quantum High School's primary goal for the 2025-2026 school year is to significantly increase senior graduation rates. During the 2024-25 school year 40 students earned diplomas. However, a concerning low 19.3% (86 out of 430) met the essential ELA/Reading assessment requirement for graduation. Additionally, only 6.7% (29 out of 430) met the essential BEST Algebra 1 assessment requirement for graduation. The goal for the 2025-2026 school year is to increase our overall graduation rate to at least 20% by the May 2026 graduation date.

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

Many students arriving at Quantum High School face significant academic challenges, often stemming from previous underperformance at their home schools, which puts them at risk of not graduating. Quantum High School provides targeted course and credit recovery programs (resources and online subscriptions) designed to help these students regain academic momentum and achieve their graduation goals, whether at Quantum or by returning to their home school. A primary obstacle is a widespread lack of foundational reading and math skills, which severely hinders students' ability to succeed in coursework and state assessments. Students are in need of tutorials. Teacher's lack of professional development prevents adequate services. Parents lack skills and time to help their students at home. There is a lack of staff for small group instruction.

3. Share possible solutions that address the root causes.

Quantum High School would focus on providing intensive, specialist-driven support to improve graduation rates. This will involve targeted small-group instruction in reading and math, along with collaborative training sessions for teachers led by our Reading and Math Specialists and the Lead Teacher. These sessions will equip teachers with the tools and strategies needed to address students' foundational skill deficits. Quantum would benefit from additional staff for student remediation in the areas of reading and math. Additional resources and online subscriptions would assist students in achieving graduation requirements. Quantum will provide training for parents to better assist them at home.

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

• Communication

Quantum High School is committed to keeping families informed about their student's progress towards graduation. To ensure timely support, students on track will receive quarterly progress reports, while those needing additional support will receive monthly updates. These reports will detail graduation requirements and remaining assessments. In addition, progress reports will be provided by our ESE, ESOL, and Advisory teams. Parent-teacher conferences will be scheduled as needed to address individual student needs. Recognizing the strong link between attendance and graduation, daily attendance calls will also be implemented.

• 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**

To ensure staff are fully equipped to support student graduation, they will receive comprehensive training on all state and district requirements. This includes detailed information on credit requirements, assessment and concordant score standards, and the process for updating graduation plans. Crucially, staff will also be trained on effective strategies for communicating this complex information clearly and accurately to students and families

- **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: \$74,575.00

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide tutorial on Saturdays for grades 9-12 in all subjects to assist with supporting students with graduation.	4	\$65.00	1	5	10	Certified	Original	\$13,000.00
	Dissolving Budget Line * See notes for information	1	-\$13,000.00	1	1	1	Certified	Amendment	-\$13,000.00
Resource Teacher	The resource teacher/interventionist will work with students in grades 9-12 providing small group instruction in Math and ELA, as they relate to ACT/SAT and State Assessments.								
Supplies	Item	Quantity	Rate	Supply Type	Type	Total			
	General supplies - paper, pens, folders, highlighters, index cards, cardstock, binders	1	\$1,372.00	General Supplies	Original	\$1,372.00			
	BT 3401.1 Amendment 35 added additional paper	1	\$44.00	General Supplies	Amendment	\$44.00			

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	9-12 Reading and Math from Sept - May	1	\$27.00	3	8	20	Certified	Budget Transfer	\$12,960.00

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: **\$1,138.25**

Acct Description	Description					
Postage	Item	Quantity	Rate	Type	Total	
	Families of students will receive 2 letters about parent trainings in the PFEP and title I information (Fall and Winter)	900	\$0.73	Original	\$657.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Supplies for Parent Training: paper/pens/folders/highlighters/indexcards/cardstock/binders	1	\$481.25	General Supplies	Original	\$481.25

Mission Statement

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

Name	Title
Ron McCarthy	Principal
Courtney Purnell	Assistant Principal
Elizabeth Speckman	College and Career Coach / Lead Teacher
Carlena Smith	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 2025-2026 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 the third Thursday at 6:00 pm 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 2024-2025 and that data review was used to identify the need to focus on Graduation Rates. During the 2024-2025 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 2025-2026 school year (assuming enrollment is at or near the same) is for at least 100 students, or approximately 25% of students to successfully complete all state and district requirements to receive their High School Diploma.

Name	Title
Ron McCarthy	Principal
Courtney Purnell	Assistant Principal
Elizabeth Speckman	College and Career Coach / Lead Teacher
Elizabeth Griffin	Title I Coordinator/Reading Specialist
Michael Braun	Math Specialist
James Ramirez	ESE Coordinator
Stephen Hinman	ESOL Coordinator

Annual Parent Meeting

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, 2025 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.).

This meeting will be advertised at Open House, posted on the Quantum High School website, and messages will be sent via our 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 1 and it's benefits to Quantum High School, copies of the SWP Summary, Sign-in Sheet for face-to-face meeting attendees in four languages, Microsoft Form link for Sign-in Sheet to be used by those attending virtually, evaluations in four languages, shared PFEP in all four languages, and school compact.

Staff Trainings

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 screenshot of portal information.

- Month of Training

August

- Responsible Person(s)

Ronald McCarthy, Elizabeth Griffin

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 to fill out the FAFSA in order to apply for 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, Dr. Courtney Purnell, Dr. Elizabeth Speckman

Parent Trainings

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 at the Annual Title 1 Meeting which will be held in person and virtually on Thursday, October 23, 2025, at Quantum High School in either classroom 5 or 6 and also 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 23, 2025.

- Responsible Person(s)

Ronald McCarthy, Elizabeth Griffin, Dr. Courtney Purnell

- Resources and Materials

The materials are invitations, agendas, evaluations, hand-outs, presentations, and sign-in sheets.

- 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

January 22, 2026

- Responsible Person(s)

Ronald McCarthy, Dr. Courtney Purnell, Elizabeth Griffin, Dr. Elizabeth Speckman

- Resources and Materials

The materials are invitations, agendas, evaluations, hand-outs, presentations, and sign-in sheets.

- 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

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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 Dawn Turner (McKinney-Vento Case Manager, Department of Safe Schools) 561-236-3399
Feedback from staff regarding progress of students, redacted emails with McKinney-Vento Program office.

- 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.

Redacted meeting notes with Katia Hildebert, Teen Parent Program specialist (561)434-8640. Feedback from staff regarding progress of students. Redacted emails with Teen Parent Program office.

- 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. Redacted emails with The Soup Kitchen office.

- Frequency

As needed in relation to our student needs

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

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 2025 and February 2026. Teachers and staff also provide progress monitoring reports to parents and families throughout the year. The parent Portal will be continuously accessible to 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 Announcements 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

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. Translators will be present at meetings - meeting notes with signatures. Flyers in all four languages will be sent home and posted on the school website.

- **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, handicap ramp from parking lot, and handicap 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. Resources and contact information will be posted on the school website. Proof that migrant brochures were shared with families.

- 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 between the student homelessness department and school-based social worker to arrange resources. Flyers and information received from the Student homeless department Resources will be posted on the school website.

Other Activities

1. Activity #1

- Name of Activity

Open House and BBQ - August 14, 2025

- Brief Description

We will invite every family in for a BBQ and Open House during the early evening on Thursday, August 14, 2025. 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

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 be 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 School's 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

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

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 and civics.

Post-Secondary Opportunities and Workforce Readiness

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

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Learning

1. Professional Learning

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

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