
Title I Comprehensive Schoolwide Plan
SANTALUCES COMMUNITY HIGH (1611)

ELA

1. List prioritized needs statements.

Exempt

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

Exempt

3. Share possible solutions that address the root causes.

Exempt

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

- Communication

Exempt

- Parent Training

Exempt

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

- School

Exempt

- Students

Exempt

- Parents

Exempt

- Staff Training

Exempt

- Accessibility

Exempt

Math

1. List prioritized needs statements.

Exempt

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

Exempt

3. Share possible solutions that address the root causes.

Exempt

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

- Communication

Exempt

- Parent Training

Exempt

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

- School

Exempt

- Students

Exempt

- Parents

Exempt

- Staff Training

Exempt

- Accessibility

Exempt

Science

1. List prioritized needs statements.

Exempt

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

Exempt

3. Share possible solutions that address the root causes.

Exempt

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

• Communication

Exempt

• Parent Training

Exempt

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

• School

Exempt

• Students

Exempt

- Parents

Exempt

- Staff Training

Exempt

- Accessibility

Exempt

Social Studies

1. List prioritized needs statements.

Exempt

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

Exempt

3. Share possible solutions that address the root causes.

Exempt

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

- Communication

Exempt

- Parent Training

Exempt

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

- School

Exempt

- Students

Exempt

- Parents

Exempt

- Staff Training

Exempt

- Accessibility

Exempt

Acceleration Success

1. List prioritized needs statements.

SY2024 College and Career Acceleration - 65% SY2025 College and Career Acceleration - 58% SY2026 College and Career Acceleration - 60%
Goal (Lagging indicator) Increase enrollment (current/goals listed) in accelerated or industry certified classes: 64% - overall total ? 65% 32% SWD
Male ? 35% 31% - ELL Male ? 35% 58% - Black males ? 63% Increase overall acceleration achievement percentage to 60%

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

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

3. Share possible solutions that address the root causes.

Increase course enrollment & course sections (AICE Marine, AICE Global Perspectives, AICE Travel & Tourism) Vertical Planning with feeder schools, promote and support Pre-AICE and Pre-AP programs CTE - clear pathway for all academies AICE - clear pathway for all (parents, teachers, and students) Acceleration Parent Night in Fall and Spring Meet with teachers and continuously develop the pathway in conjunction to course selection process Provide second semester Extended learning opportunities for students across all AICE/AP subject area Continue fostering AICE/AP teachers' collaboration with other teachers and providing access to resources Offer more accelerated classes: FACT Math Advance Class AP Spanish, AP Government AICE Travel & Tourism DUCKS industry cert to Environmental Science classes Level 2 Construction IC Testing

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

• Communication

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

- 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.

- Accessibility

Host parent training in wheelchair accessible places on campus.

Graduation Rate

1. List prioritized needs statements.

SY2024 Graduation - 93% SY2025 Graduation - 96% SY2026 Graduation - 97% SY2027 Graduation - 99% Goal (Lagging indicator) Improve graduation rate by 2% According to School Year 2024/2025 data, our top priorities are to increase student achievement, student learning gains of the lowest 35%, learning gains for our ESE and ELL subgroups, and acceleration opportunities. SY2025 ELA Achievement – 57%; ELA L25% – 67%; ELA Learning Gains – 62% |SY2026 PM2 Overall 45%; 9th = 46.5%; 10th = 43.8% SY2025 Math Achievement – 42%; Math L25% – 59%; Math Learning Gains – 50% |SY2026 Checkpoint 3 Overall 25.3%; Algebra 1 = 15.6%; Geometry = 32.2% SY2025 Science - Biology EOC Achievement - 72%|SY2026 Biology Checkpoint #3 Achievement Data - 84.6% SY2025 Social Studies - US History EOC Achievement - 74%|SY2026 US History Checkpoint #3 Achievement Data - 87% SY2025 Acceleration - AICE/Dual Enrollment/Industry Cert - 58% SY2025 Graduation Rate - 97% ELL - SY2026 Checkpoint #3 Data - 9th = 21.4%; 10th = 14.3% ESE - SY2026 Checkpoint #3 Data - 9th = 19.2%; 10th = 27.6% *Note: All Checkpoint #3 Data Source listed above is from the SDPBC FY26 Checkpoint Monitoring Dashboard PowerBI

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

* Students have a limited academic vocabulary and face challenges with reading comprehension. * Students need extra support to build strong foundational math skills and understanding. * Teachers require a deeper understanding of how to implement standards-based instruction with appropriate rigor. * Teachers would benefit from improved strategies for reteaching and reinforcing concepts. * Teachers need more knowledge and practical tools to effectively incorporate ELL instructional strategies. * Gaps in prior knowledge and limited real-world experiences create obstacles to learning. * Students demonstrate weaknesses in foundational social and lifelong learning (SLL) skills. * Family engagement remains inconsistent and is an ongoing concern. * Low parental involvement contributes to a disconnect between home and school. * Attendance challenges limit students' consistent access to instruction.

3. Share possible solutions that address the root causes.

Curriculum, Instruction, and Personnel Equip 11th and 12th grade ELA and/or Reading teachers with ACT and SAT preparation materials. Provide training for the ESSIR Math Resource coach. Hire a Reading Coach to support teachers and work with at-risk students throughout the year. Hire a Math Coach to assist with curriculum development and instructional strategies. Scheduling and Student Support Establish common planning periods for teachers of core courses: ELA, Reading, Algebra 1, US History, and Biology. Implement a mentoring program for at-risk students. Family Engagement Host parent night training sessions focused on students' graduation status.

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 quarterly school newsletter to parents regarding events. Monthly callouts/updates families.

• Parent Training

Parent training to inform parents about the various standardized students will take at each grade level. 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

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. Consistently monitor student progress in the Student Information System (SIS), focusing on credits earned, grades, passed assessments, and attendance. Verify and update all contact information to ensure accuracy. Be familiar with your student's school counselor and assistant principal at the start of each school 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. 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: \$653,679.49

Acct Description	Description						
Online subscription	Item			Quantity	Rate	Type	Total
	Edia will be used to provide practice for Algebra 1 and Geometry students			1	\$4,500.00	Original	\$4,500.00
	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-1800 students)			900	\$8.50	Original	\$7,650.00
	Turn It In provides data banks to checkstudents's work for plagiarism and writing mechanics. This is a mandatory fee with the subscription. (site license-1800 students)			1	\$10,600.00	Original	\$10,600.00
	ChalkTalk will be used for 11th & 12th grade students who need additional resources to prepare for state and national assessments			300	\$10.00	Original	\$3,000.00
Resource Teacher	The certified resource teacher will provide push-in and pull-out support for grades 9–12 students in accelerated courses, focusing on Equity, Access, and Post-Secondary Readiness.						
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Composition Books		945	\$1.50	General Supplies	Original	\$1,417.50
	Copy Paper		54	\$33.00	General Supplies	Original	\$1,782.00
	Binders		150	\$5.00	General Supplies	Original	\$750.00
	Pre-sharpened pencils		500	\$2.00	General Supplies	Original	\$1,000.00
	Folders		200	\$2.00	General Supplies	Original	\$400.00
	Pens		1	\$0.95	General Supplies	Original	\$0.95

Acct Description	Description									
Extra Periods	(Intermittent) Certified teachers in math and english will pull-out students during the day during teacher planning periods to provide intensive support to students grades 9-12 in preparation for the EOC exams. 10 teachers, 2 periods per week for 3 weeks beginning in April.									
Classroom Teacher	The Intensive Math Teacher will provide targeted, double-block instruction for Level 1 and Level 2 Algebra 1 students to reinforce core mathematical concepts and support skill mastery.									
Certified Tutorial	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide extended learning opportunities during the summer for 9-10 grade students who are below/approaching grade level in ELA, and Math for Credit Recovery. Will start in June, 2027.		6	\$37.00	4	3	6	Certified	Original	\$15,984.00
	Certified teachers will provide extended learning opportunities afterschool and on Saturdays for 9-12 grade students who are below/approaching grade level in ELA, Geometry, Biology, US History, and Algebra I to remediate classroom concepts. Will start in October.		7	\$37.00	3	2	15	Certified	Original	\$23,310.00
Computer HW; non-cap	Item						Quantity	Rate	Type	Total
	Smart Board replacement pens to assist in classroom smart board usage.						50	\$35.00	Original	\$1,750.00
	Wireless keyboard and mouse to allow teachers mobility to move around the classroom while delivering instruction.						16	\$32.19	Original	\$515.04

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: \$26,394.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Folders	4	\$34.50	General Supplies	Original	\$138.00
	Copy paper	10	\$33.00	General Supplies	Original	\$330.00
Travel out-of-county	Item		Quantity	Rate	Type	Total
	The principal will attend the National Principal's Conference to allow the Principal the ability to collaborate and learn best practices from other secondary educators across the nation. The conference will be held February 6th - 9th in Tampa Florida. \$1,058 registration, \$500.00 transportation, \$2,500 lodging and \$300 per diem = \$4,358.00		1	\$4,358.00	Original	\$4,358.00
Travel in-county	Item		Quantity	Rate	Type	Total
	AICE teachers will attend AICE professional learning in Boca Raton, FL. beginning August, 2026, to interact with and learn the AICE course syllabus and plan for the upcoming year. Registration \$700 each x 5 = \$3,500. No transportation costs budgeted.		5	\$700.00	Original	\$3,500.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Teachers will participate outside of contractual hours in collegial planning where they will analyze data and create instructional focus calendars covering first and secondary benchmarks in August and December. Grades 9-12 teachers in Algebra 1, Geography, Biology, US History, AICE, AP, Industry certification and ELA teachers grades 9-10 will participate.	17	\$25.00	2	8	2	Certified	Original	\$13,600.00

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: \$10,150.51

Acct Description	Description								
Certified Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teacher will assist with planning, coordination and training of parent training sessions.	1	\$25.00	3	10	3	Certified	Original	\$2,250.00

Acct Description	Description								
Out-of-system Subs for Parent Conferences									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Substitutes will be provided for the 9th Grade Academy parent conference days in August to help freshmen students transition to high school. Students and families will meet with all teachers in core content areas to share best practices and schedule future parent conferences.	14	\$18.00	2	4	1	Non-Certified	Original	\$1,960.00
Computer HW; cap									
	Item				Quantity	Rate	Type		Total
	Lexmark CX635adwe Color Laser Multifunction Printer to print newsletters, parent information and parent training information.				1	\$1,708.11	Original		\$1,708.11
	Wireless Headset Microphone Audio (1 transmitter & 40 Receivers with storage case) for parent trainings				1	\$1,210.00	Original		\$1,210.00
	REMOVED (BT 544104) Reclassify Cap to Non-Cap - Lexmark CX635adwe Color Laser Multifunction Printer & Wireless Headset Microphone				-1	\$2,918.11	Budget Transfer		-\$2,918.11
Non-Certified Parent Support by School Staff									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Community Language Facilitator will provide translation services at parent trainings.	2	\$27.00	3	2	1	Non-Certified	Original	\$324.00
Supplies									
	Item	Quantity	Rate	Supply Type			Type	Total	
	Pens	5	\$30.00	General Supplies			Original	\$150.00	

Acct Description	Description						
	Item	Quantity	Rate	Supply Type	Type	Total	
	Refreshments for parent trainings	250	\$3.00	Program Supplies	Original	\$750.00	
	Colored ink	4	\$111.85	Technology	Original	\$447.40	
	Copy paper	3	\$33.00	General Supplies	Original	\$99.00	
	Folders	10	\$34.50	General Supplies	Original	\$345.00	
Computer HW; non-cap	Item			Quantity	Rate	Type	Total
	NEW (BT 544104) Lexmark CX635adwe Color Laser Multifunction Printer to print newsletters, parent information and parent training information.			1	\$1,708.11	Budget Transfer	\$1,708.11
	NEW (BT 544104) Wireless Headset Microphone Audio (1 transmitter & 40 Receivers with storage case) for parent trainings			1	\$1,210.00	Budget Transfer	\$1,210.00

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 Miller	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. Each stakeholder participant is a member.

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 March 3, 2027 at 7:45 a.m. for faculty and staff, and on March 17, 2027 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 a variety of tutorial sessions, ranging from small group tutoring to rotating tutorial blocks, for all state assessments. Student achievement data percentages will be provided once data is readily available.

Name	Title
Wakisha Miller	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 16, 2026 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, FY27 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 using District Resources (ParentLink, Smores - Newsletter, SIS, and Google Classroom)

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

Staff will learn the various features of ParentLink, Smores - Newsletter, 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 made aware of their students' academic progress and upcoming assessments.

- What will teachers submit as evidence of implementation?

Teachers will submit snap shot ParentLink messages, Smores-Newsletter, SIS Comments Log, or parent conference notes.

- Month of Training

September

- Responsible Person(s)

Wakisha Miller, Dr. Tameka Robinson

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Bridging the Gap between Teachers and Parents - We're on the same team!

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

1) Training will provide ways to be inclusive and culturally responsive with students & families 2) Implementing two-way communication strategy - continuation of how to use District resources 3) Making the most of parent conferences - attending, sending feedback, and the "stars and stairs" conferencing strategy - shifting away from what students lack to what they are good at and need improvement in

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

By training staff on how to create a more effective communication bridge between school and home, parental involvement will improve due to parents receiving extra support.

- What will teachers submit as evidence of implementation?

Teachers will submit samples of communication translated in other languages when communicating with parents. Teachers will also submit call log and parent conference notes detailing the purpose of the call and/or conference, and the result of the interaction.

- Month of Training

September

- Responsible Person(s)

Wakisha Miller

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 training will teach parents how 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.

Parents will be equipped with their parent/guardian login information. Parents will be able to access and practice using SIS features.

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

The expected impact of this training on student achievement would increase graduation rate and an increase in academic performance due to parents being more equipped on how to monitor grades and their students' graduation status.

- Date of Training

September 9, 2026

- Responsible Person(s)

Wakisha Miller, Amanda Lescas

- Resources and Materials

Media Center, Chrome books or laptops, SMART flat panel board for presenting, survey and 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 about grade level 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 performance on assessments.

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

The expected impact of this training is parents will support the school in getting students prepared for end of course assessments.

- Date of Training

November 11, 2026

- Responsible Person(s)

Wakisha Miller, Dr. Tameka Robinson

- Resources and Materials

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

- Amount (e.g. \$10.00)

\$225.00

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?

The expected impact of this training is increased graduation rate, increased AICE diploma recipients and students earning their AA/AS degree, and increase enrollment in AP, AICE, and Industry Certification courses.

- Date of Training

February 17, 2027

- **Responsible Person(s)**

Kristen Cacace - Curriculum Assistant Principal, Kristen Harrell - Guidance Department Coordinator, Paula Hicks - 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)**

N/A

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**

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 regarding tracking grades, grade level assessments, and graduation requirements. 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 near the first month of school 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, furbish updated cell phone numbers, emails in our Student Conductor system, and obtain SIS parent login information.

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 exemplfy the six pillars of our single culture plan (Confidence, High Expectations, Integrity, Empathy, Focus, and Success). Santaluces is an AVID school. AVID acronym means Advancement Via Individual Determination. AVID is a program which focuses on closing the academic achievement gap and gets our students ready for college or the global workforce. AVID students and our 9th grade students receive training regarding improving organizational skills, collaboration and effective communication skills, and study skills. Students' social needs are important. Students will have peer to peer mentors to help students navigate the obstacles that may appear during their high school years. Incoming freshmen students are paired with upperclassmen who are part of our school's Link Crew organization. The student peers ensure that incoming freshment students have someone to go to for some of their academic needs and staying on track for graduation.

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 support. When students are recommended to the School Base Team, a Multi-Tiered System of Support is implemented. The goal of implementing a multi-tiered system of support is to remove barriers to learning, intervene early, and help establish individual goals with students so that they may be successful. Tier 1 - is for all students where all students receive quality instruction and academic support Tier 2 - is when students are recommended to the school based team and are provided with interventions and support. These interventions are provided by a school counselor or administrator. These students are individually monitored bi-weekly to determine if they are progressing due to the interventions being implemented. Interventions range from bi-weekly checkins to having an Academic/Attendance/Behavior contract. Tier 3 - is a more intensive system of support. Students not only have individual goals, but their progress is monitored weekly to determine if they are responding positively to interventions. The team assigns a mentor to the student. The student's grades, attendance, behavior, reward system, and other needs are closely monitored. The mentor shares the responses to intervention with the team weekly. Parents may contact their student's School (Guidance) Counselor if their student is experiencing struggles with school and school interventions are needed.

Provision of a Well-Rounded Education

1. Well-Rounded Education

At Santaluces, teachers participate in Professional Learning Communities (PLCs) meetings regularly throughout the year. During these meetings, the Teacher Leads unpack the standards and benchmarks to determine the meaning and prerequisite skills students need to understand the standards. While examining the prerequisite skills needed, teachers review their Content Instructional Focus Calendars to ensure standards are taught and assessments are aligned to the District's Scope and Sequence. The PLCs offers opportunities to review the District's High Yield Practices and implement practices with fidelity across content areas. Learning activities are also discussed and executed. Learning activities range from reading and reading comprehension checks to small group collaborations. 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. PLCs not only allow for teacher collaboration, but also gives way to develop Action Plans. Teachers also provide extended learning opportunities to give students an opportunity to receive additional support and practice. Details and logistics are discussed during PLCs.

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 Learning

1. Professional Learning

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.