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**Title I Comprehensive Schoolwide Plan**  
**Somerset Academy, The Dr.Bernard Kimmel Campus (3395)**

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# ELA

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

## 1. List prioritized needs statements.

73% of 3rd Grade students are predicted to score a level 2 or below on FAST, leaving 27% of 3rd Grade students to score on proficiency, based on PM2 data SY24. 57% of 6th-8th Grade students are predicted to score a level 2 or below on FAST, leaving 43% of 6th-8th Grade students to score on proficiency, based on PM2 data SY24. Our FAST PM1 data showed that 25% of students in grades 3-8 were reading at or above proficiency levels. We improved proficiency test scores by 10% as our FAST PM2 data showed that 35% of students in grades 3-8 were reading at or above proficiency levels. Although proficiency levels are improving, we have 65% of students in grades 3-8 reading below proficiency, scoring 1-2 grade levels below on the FAST PM2. Our school average scores are lower than the State and County averages. Additional ESSA data is provided based on PM2 results: ESE/SWD: 72% students are below grade level ELL: 41% students are below grade level Black: 45% students are below grade level Hispanic: 53% students are below grade level

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

-Students are struggling with phonics, comprehension, and vocabulary -Students are unable to read fluently to build comprehension -Students are lacking foundational skills and phonics skills, especially those identified in the ESOL program -Students require differentiated instruction -Students lack foundational skills -Lack of iReady lessons are completed for homework -Lack of participating in the afterschool tutoring program -Students lack foundational writing skills

### 3. Share possible solutions that address the root causes.

-Schedule reading interventions with 3 categories (tier 2, tier 3, "bubble" students) -Utilize iReady Magnetic in K-2; have students work on phonics only in iReady for the 1st semester -Utilize standards mastery in iReady for grades 3-5 -Provide professional development for new teachers/teacher training in Benchmark Advance and SAVVAS and teaching strategies from literacy coach -Utilize online programs geared towards ESOL students -Employ more ESOL teachers -Students will pass two iReady lessons weekly for homework -Students enrolled in intensive reading class will complete two Achieve3000 lessons weekly in addition to iReady -Provide small group reading interventions

Further Action Steps:

1. Teachers will reteach standards that students are not understanding and modify their pacing guide with lesson plans.
2. Teachers will have data chats with students bi-weekly and communicate with parents.
3. Teachers will incorporate I do, We do, You do teaching strategies in addition to small groups instruction, iReady standards mastery instructional tools, Achieve3000 online program, and individualized progress monitoring plans.
4. Reading interventionists will meet with struggling readers daily for 30 minutes in groups of 3-5 students to work on phonics and foundational reading skills.
5. Literacy instructional coach will meet with teachers during PLC to further discuss weekly curriculum-based data, FL standards, and teaching instructional strategies.
6. Afterschool tutoring is offered for free to all students in grades 3-5 for one hour afterschool. Teachers are using the Measuring Up foundational reading skills curriculum. We currently have 25% of the student population in grades 3-8 registered for the afterschool program that runs from January 16-April 26.
7. ESOL teacher pushes into classrooms to further support teachers with ESOL teaching strategies and meets with LY students weekly for an hour to further support their fluency and comprehension skills.
8. ESE teacher pushes into classrooms to work with students individually based on IEP goals.

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

#### • Communication

Share school news and programs information using Agenda planner, Take home folders, Callmultiplier (text messages), Schoolmessenger (emails), ClassDojo/Remind, School website, Social Media, JupiterEd gradebook; communication in multiple languages. We will offer an open house at the start of the school year for parents to meet the teachers and hear about the curriculum. We will host several School Advisory Council meetings and Title I meetings for parents to hear about school news, school data from PM and iReady, and Title I comprehensive needs assessment.

#### • Parent Training

-Literacy Night = to engage parents in sample literacy strategies that they can use at home with their child -Assessments workshop = to engage parents in sample assessment strategies that they can use at home with their child and the purpose of state assessments -Parent Leadership Night (ESOL) = for parents to understand what the ESOL program is and how it benefits their child at school

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

### • School

-Hold 2 Scholastic book fairs -Book giveaways -Provide parent workshops -Provide small group reading interventions -Provide free afterschool tutoring

### • Students

-Utilize free online programs (school technology lab or at home) -Participate in individual data chats and data monitoring -Complete 2 iReady lessons or 2 Achieve3000 lessons weekly for homework (school technology lab or at home) -Attend afterschool tutoring for ELA

### • Parents

-Attend conferences and workshops to increase home literacy connections -Reinforce homework completion -Communicate with teachers on Classdojo -Check grades weekly on JupiterEd

### • Staff Training

-Monthly LTM/PLC with grade level chairs and instructional coaches = for teachers to learn about differentiated strategies to teach the curriculum to all students and discuss how to read the data to adjust pacing guide or reteaching standards -Communication strategies = for teachers to learn how to effectively communicate with families in all languages -Data analysis and how to share with parents = for teachers to learn how to use friendly language when discussing individual student data disaggregation

### • Accessibility

-McKinney Vento Program -Designated parking spots for disabilities, ramp to enter campus, elevator to access the 2nd floor -Zoom option for parent meetings -ESOL translators (Spanish and Creole) -School website updates with news and program offerings -Provide technology lab time for students to complete assignments or homework on the computer for those who do not have access at home

## Math

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

1. List prioritized needs statements.

87% of 3rd Grade students are predicted to score a level 2 or below on FAST, leaving 13% of 3rd Grade students to score on proficiency, based on PM2 data SY24. 77% of 6th-8th Grade students are predicted to score a level 2 or below on FAST, leaving 23% of 6th-8th Grade students to score on proficiency, based on PM2 data SY24. Our FAST PM1 data showed that 7% of students in grades 3-8 were scoring at or above proficiency levels. We improved proficiency test scores by 11% as our FAST PM2 data showed that 18% of students in grades 3-8 were scoring at or above proficiency levels. Although proficiency levels are improving, we have 82% of students in grades 3-8 below proficiency, scoring 1-2 grade levels below on the FAST PM2. Our school average scores are significantly lower than the State and County averages. Additional ESSA data is provided based on PM2 results: ESE/SWD: 72% students are below grade level ELL: 41% students are below grade level Black: 45% students are below grade level Hispanic: 53% students are below grade level

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

-Students lack fact fluency skills and foundational skills -Lack of teachers expertise or training with new SAVVAS curriculum -Lack home practice and completing homework -Lack of differentiated instruction -Lack of hands-on learning activities -Lack of student motivation

3. Share possible solutions that address the root causes.

-Incentives for mastery of math fact fluency -More SAVVAS training -Increase parent communication -Utilize materials of hands-on learning activities -Utilize MobyMax, IXL, and iReady -Professional development from the math instructional coach -Provide math small group interventions Further action steps: 1. Teachers will reteach standards that students are not understanding and modify their pacing guide with lesson plans. 2. Teachers will have data chats with students bi-weekly and communicate with parents. 3. Teachers will incorporate I do, We do, You do teaching strategies in addition to small groups instruction, iReady standards mastery instructional tools, IXL online program, and individualized progress monitoring plans. 4. Math interventionist will meet with students scoring 1 year grade level below daily for 30 minutes in groups of 3-5 students to work on foundational math skills. 5. Math instructional coach will meet with teachers during PLC to further discuss weekly curriculum-based data, FL standards, and teaching instructional strategies. 6. Afterschool tutoring is offered for free to all students in grades 3-5 for one hour afterschool. Teachers are using the Measuring Up foundational math skills curriculum. We currently have 25% of the student population in grades 3-8 registered for the afterschool program that runs from January 16-April 26. 7. ESOL teacher pushes into classrooms to further support teachers with ESOL teaching strategies and meets with LY students weekly for an hour to further support their fluency and comprehension skills. 8. ESE teacher pushes into classrooms to work with students individually based on IEP goals.

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

- Communication

Share school news and programs information using Agenda planner, Take home folders, Callmultiplier (text messages), Schoolmessenger (emails), ClassDojo/Remind, School website, Social Media, JupiterEd gradebook; communication in multiple languages. We will offer an open house at the start of the school year for parents to meet the teachers and hear about the curriculum. We will host several School Advisory Council meetings and Title I meetings for parents to hear about school news, school data from PM and iReady, and Title I comprehensive needs assessment.

- Parent Training

-Parent Math Night (train on manipulatives and online programs) = to engage parents in sample math strategies that they can use at home with their child -Assessments workshop = to engage parents in sample assessment strategies that they can use at home with their child and the purpose of state assessments -Parent Leadership Night (ESOL) = for parents to understand what the ESOL program is and how it benefits their child at school

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

- School

-Provide training for free online programs -Provide free afterschool tutoring -Provide small group math interventions -Provide parent workshops

- Students

-Utilize free online programs (school technology lab or at home) -Participate in individual data chats and data monitoring -Complete 2 iReady lessons or 2 IXL lessons weekly for homework (school technology lab or at home) -Attend afterschool tutoring for Math

- Parents

-Reinforce homework completion -Communicate with teachers on Classdojo -Attend conference and workshops to increase fact fluency skills - Check grades weekly on JupiterEd

- **Staff Training**

-Monthly LTM/PLC with grade level chairs and instructional coaches = for teachers to learn about differentiated strategies to teach the curriculum to all students and discuss how to read the data to adjust pacing guide or reteaching standards -Communication strategies = for teachers to learn how to effectively communicate with families in all languages -Data analysis and how to share with parents = for teachers to learn how to use friendly language when discussing individual student data disaggregation -Hands-on math manipulatives = for teachers to learn how to use math manipulates in large or small group classroom settings

- **Accessibility**

-McKinney Vento Program -Designated parking spots for disables, ramp to enter campus, elevator to access the 2nd floor -Zoom option for parent meetings -ESOL translators (Spanish and Creole) -School website updates with news and program offerings -Provide technology lab time for students to complete assignments or homework on the computer for those who do not have access at home

## **Science**

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

1. **List prioritized needs statements.**

Our 5th Grade Science Winter Diagnostics data showed that 28% of students were scoring at proficiency levels. Our 8th Grade Science Winter Diagnostics data showed that 13% of students were scoring at proficiency levels. We improved proficiency test scores by 4% as our EOC data showed that 37% of students in grades 5 & 8 were scoring at or above proficiency levels. Although proficiency levels are improving, we have 59% of students in grades 5 & 8 scoring below proficiency on the Science EOCs. Our school average scores are lower than the State and County averages. Additional ESSA data is provided based on PM2 results from Reading and Math: ESE/SWD: 72% students are below grade level ELL: 41% students are below grade level Black: 45% students are below grade level Hispanic: 53% students are below grade level

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

-Lack of teacher training and expertise in subject -Students struggle with difficulty of reading the content -Limited amount of time in schedule devoted (3 hours per week) -Lack of hands-on labs and student engagement or interest -Lack of student motivation

### 3. Share possible solutions that address the root causes.

-More SAVVAS training -Professional development opportunities to learn differentiated instructional strategies -Utilize online programs (BrainPOP, Nearpod, etc.) -Attend field trips virtually or off-campus -Provide materials for at-home labs

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

#### • Communication

Share school news and programs information using Agenda planner, Take home folders, Callmultiplier (text messages), Schoolmessenger (emails), ClassDojo/Remind, School website, Social Media, JupiterEd gradebook; communication in multiple languages. We will offer an open house at the start of the school year for parents to meet the teachers and hear about the curriculum. We will host several School Advisory Council meetings and Title I meetings for parents to hear about school news, school data from PM and iReady, and Title I comprehensive needs assessment.

#### • Parent Training

-Integrate science into parent literacy night = to engage parents in sample literacy strategies that they can use at home with their child and demonstrate available free online programs to use at home -Provide materials for at-home labs -Parent Leadership Night (ESOL) = for parents to understand what the ESOL program is and how it benefits their child at school

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

#### • School

-Provide virtual or off-campus field trips -Provide training for free online programs -Provide hands-on labs every month -Provide parent workshops

#### • Students

-Utilize free online programs (school technology lab or at home) -Participate in individual data chats and data monitoring -Complete 2 IXL lessons weekly for homework (school technology lab or at home) -Attend field trips (be present for that school day) -Complete at-home labs for homework with parents



- **Parents**

-Attend conferences and workshops -Reinforce homework completion -Communicate with teachers on Classdojo -Check grades weekly on JupiterEd

- **Staff Training**

-Monthly LTM/PLC with grade level chairs and instructional coaches = for teachers to learn about differentiated strategies to teach the curriculum to all students and discuss how to read the data to adjust pacing guide or reteaching standards -Communication strategies = for teachers to learn how to effectively communicate with families in all languages -Data analysis and how to share with parents = for teachers to learn how to use friendly language when discussing individual student data disaggregation -Hands-on lab manipulatives = for teachers to learn how to implement labs in large or small classroom settings

- **Accessibility**

-McKinney Vento Program -Designated parking spots for disables, ramp to enter campus, elevator to access the 2nd floor -Zoom option for parent meetings -ESOL translators (Spanish and Creole) -School website updates with news and program offerings -Provide technology lab time for students to complete assignments or homework on the computer for those who do not have access at home

## **Social Studies**

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

1. List prioritized needs statements.

67% of 7th Grade students are predicted to score a level 2 or below on the Civics EOC, leaving 33% of 7th Grade students to score on proficiency, based on PB Winter Diagnostics SY24.

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

-Students struggle with difficulty of reading the content -Lack of teacher expertise -Lack of student motivation -Lack of engagement with speakers, field trips, etc.

### 3. Share possible solutions that address the root causes.

-Utilize online programs (iCivics, Nearpod, etc.) -Professional development opportunities to learn differentiated instructional strategies -Provide speakers to present to students -Attend field trips virtually or off-campus

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

#### • Communication

Share school news and programs information using Agenda planner, Take home folders, Callmultiplier (text messages), Schoolmessenger (emails), ClassDojo/Remind, School website, Social Media, JupiterEd gradebook; communication in multiple languages. We will offer an open house at the start of the school year for parents to meet the teachers and hear about the curriculum. We will host several School Advisory Council meetings and Title I meetings for parents to hear about school news, school data from PM and iReady, and Title I comprehensive needs assessment.

#### • Parent Training

-Integrate social studies into parent literacy night = to engage parents in sample literacy strategies that they can use at home with their child and demonstrate available free online programs to use at home

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

#### • School

-Provide virtual or off-campus field trips -Provide parent workshops -Have speakers present to students

#### • Students

-Utilize free online programs (school technology lab or at home) -Participate in individual data chats and data monitoring -Complete 2 IXL lessons weekly for homework (school technology lab or at home) -Attend field trips (must be present that day)

- **Parents**

-Reinforce homework completion -Attend conferences and workshops -Check grades weekly on JupiterEd

- **Staff Training**

-Monthly LTM/PLC with grade level chairs and instructional coaches = for teachers to learn about differentiated strategies to teach the curriculum to all students and discuss how to read the data to adjust pacing guide or reteaching standards -Communication strategies = for teachers to learn how to effectively communicate with families in all languages -Data analysis and how to share with parents = for teachers to learn how to use friendly language when discussing individual student data disaggregation

- **Accessibility**

-McKinney Vento Program -Designated parking spots for disables, ramp to enter campus, elevator to access the 2nd floor -Zoom option for parent meetings -ESOL translators (Spanish and Creole) -School website updates with news and program offerings -Provide technology lab time for students to complete assignments or homework on the computer for those who do not have access at home

## **Acceleration Success**

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Acceleration Success?

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

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

• Staff Training

This school has chosen to be exempt from this area.

• Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

Increase the academic achievement of our K-8 students through rigorous and differentiated instruction which includes B.E.S.T. Standards-based supplemental resources and extended learning opportunities.

Budget Total: \$161,419.97

Acct Description	Description					
Paraprofessional	Instructional Paraprofessional will provide small group differentiated instruction to targeted students (EL, ESE, Low 25% and other at-risk factors considered) in Reading/English Language Arts and Math for grades 3-8.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper, pencils, pens, folders, binders, markers, colored pencils	1	\$1,245.00	General Supplies	Original	\$1,245.00
	Amendment 28 / BT #1 Increasing line for Paper, pencils, pens, folders, binders, markers, colored pencils	1	\$1,643.20	General Supplies	Amendment	\$1,643.20

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Amendment 45 / BT #2 Increasing line for quantities currently listed	1	\$24.57	General Supplies	Amendment	\$24.57
Resource Teacher	A certified math Interventionist will work with struggling students in a push-in/pull-out model focusing on our lowest 30%. Grades K-8.					
Online subscription	Item	Quantity	Rate	Type	Total	
	MobyMax - To increase engagement and curriculum choices - Math K-2	1	\$3,516.00	Amendment	\$3,516.00	
	IXL - To increase engagement and curriculum choices - Math/Social Studies 3-8	1	\$6,506.75	Amendment	\$6,506.75	
	BrainPop - To increase engagement and curriculum choices - ELA/Math/Science/Social Studies K-8	1	\$7,376.45	Amendment	\$7,376.45	
Resource Teacher	Reading Resource Teacher to provide pull-out support to at-risk students in grades K-5 during small-group differentiated instruction.					
Resource Teacher	Reading Resource Teacher to provide pull-out support to at-risk students in grades K-5 during small-group differentiated instruction.					

### Action Step: Professional Development

Teachers and leadership will be provided professional development opportunities and learn how to analyze data, teach the new standards, use data driven instruction and assessment, and classroom best practices.

Budget Total: \$127,028.00

Acct Description	Description
Coach	"A math curriculum coach will help to develop math curriculum, train teachers, and have small pull-out group with struggling students. Grades K-8.
Coach	Literacy Coach will assist the teachers in how to teach the ELA block, how to best complete iii time, how to improve communications regarding expectations to students and parents, improve teaching techniques and better strategies through PLM meetings, observations, modeling, feedback, and to assist with gathering materials as needed.
Coach	A math curriculum coach will help to develop math curriculum, train teachers, and have small pull-out group with struggling students. Grades K-8.

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: \$12,876.53

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Bilingual staff members to provide oral and written Creole translation at in-	1	\$35.00	1	1	20	Non-Certified	Original	\$700.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	person and Zoom parent engagement activities, meetings, misc translations with parents, phone calls, and events.								
	Parent Liaison to support communication with parents about upcoming meetings, attendance, technology available at the school, services and agencies available to parents/students, and SAC meetings.	1	\$40.00	1	1	20	Non-Certified	Original	\$800.00
	Bilingual staff members to provide oral and written Spanish translation at in-person and Zoom parent engagement activities, meetings, misc translations with parents, phone calls, and events.	1	\$35.00	1	1	20	Non-Certified	Original	\$700.00
	Amend 45 / BT #2 Increased line for parent liaison to support PFE	1	\$40.00	1	13	1	Non-Certified	Amendment	\$520.00
Supplies									
	Item		Quantity	Rate		Supply Type		Type	Total
	Student / Family Communication Folders		540	\$1.00		General Supplies		Original	\$540.00
	Agenda Planner		440	\$2.00		General Supplies		Original	\$880.00
	Amendment 45 / BT #2 Increase funds for agendas and folders		1	\$1,733.43		General Supplies		Amendment	\$1,733.43



Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	JupiterEd To communicate with families, share grades and events	1	\$6,794.60	Amendment	\$6,794.60

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 1. Mission Statement

Through our intentional Parent and Family Engagement Program at Somerset Academy DBK, we will educate, inform and empower our families to better support the cognitive and social-emotional development of their children through community partnerships, multiple methods of communication, resources, training and shared-decision making opportunities. We will enable and encourage all parents to participate as informed partners with school personnel in implementing the Title I school and home programs in an effort to improve student academic achievement and school performance.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is

reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Lisa Marie Santiago	Principal
Camille Bachmann	Academic Leadership Team - ESE Contact and SBT Leader
Chely Lizardi Turpin	Office Manager
Guiliana Blanca	Academic leadership - ESOL Contact
Afifeh Shatara	Academic Leadership - Literacy Coach
Beth Pickman	Academic Leadership - Math Coach
Veronica Flores	Parent
Elizabeth Butu	Parent
Debra Lang-MacKendrick	K Team Lead
Kathleen Perry	1 Team Lead
Steve Krauss	2 Team Lead
Samantha Mayne	Dean of Discipline and 3 Team Lead
Rachel Lott	4 Team Lead
Amanda Williams	5 Team Lead
Holden Kyle	MS Team Lead

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

Academic Leadership Team Members are appointed by the principal. The principal includes team leaders and other individuals that take on a leadership role at school with coordinating of student programs (ESE, ESOL). All members of the academic leadership team/Title I team represent different ethnic communities and welcome all stakeholders in the local community to participate in Title I meetings.

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

Meetings to introduce the Comprehensive Needs Assessment (CNA) process were held in February 19, 2024 at 10:00am during a teacher/staff meeting and in February 2024 at 4:00pm during a stakeholder meeting. Committees that were assigned specific components of the CNA met on January 22, 2024. Information gathered for the CNA was used to determine priorities for the School-wide Plan (SWP) and the Parent Family Engagement Plan (PFEP).

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

During the CNA meetings, stakeholders provided input on what our family engagement should look like to support student learning. It was determined that our parent engagement should improve the academic development of our K-8 students by guiding, mentoring and coaching parents through what reasonable accommodations look like, how to access web-based programs and how to monitor student data. We will provide Spanish and Creole translation for all Title I materials and have translators at all Title I meetings.

Name	Title
Lisa Marie Santiago	Principal
Camille Bachmann	ESE Contact and SBT Leader
Chely Lizardi Turpin	Office Manager
Afifeh Shatara	Literacy Coach
Beth Pickman	Math Coach
Guiliana Blanca	ESOL Contact
Samantha Mayne	Dean of Discipline

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

The annual meeting will be held face-to-face with a zoom option at 4:00pm at the school campus on the following date: Wednesday, September 25, 2024. Materials will be translated in English, Spanish, and Creole. We will have Spanish and Creole translators available at the meeting. The PowerPoint presentation will be posted on the school's website for parents to view at a later time.

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

Staff will be notified by the Activities Calendar, Microsoft Calendar invites, and WhatsApp. Parents and Staff will be notified using Call Multiplier text messages and Schoolmessenger emails. Text messages will be sent to stakeholder groups based on preferred language - English, Spanish, and Creole. Parents will also be notified through from fliers, translated into all three languages, that will be placed in the Tuesday home folders of the students, and it will be posted on the website of [www.Somersetdbk.org](http://www.Somersetdbk.org), Facebook, and Instagram. Lastly, the event will be available on our marquee located in the main parking lot of our school.

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

The resources that will be prepared for the Annual Meeting include: Invitation in English, Spanish and Creole; Meeting Agenda in English, Spanish and Creole; Sign-in sheets; Title I Annual Meeting PowerPoint presentation; Evaluations complete by all stakeholders in attendance, FY 25 PFEP Summary, and the FY25 School-Parent Compact.

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

### 1. Staff Training for Parent and Family Engagement #1

#### • Name of Training

Positive Behavior Support/Proactive Behavior Management Skills

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

Teachers will use strategies in the classroom to better promote and support positive behaviors inside the classroom and on campus.

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

To involve families in the school's positive support behavior plan implementation.

- What will teachers submit as evidence of implementation?

Sign-in sheets, PowerPoint presentation, handouts, sample of teacher artifact (ClassDojo points), evaluations

- Month of Training

August 2024

- Responsible Person(s)

Administration, Dean of Discipline

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective parent communication skills

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

Teacher will use strategies to engage families for subgroup populations (ESE, ESOL, migrants, families with disabilities).

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

Families will be able to understand student academic expectations, assessment data in parent friendly language, and be able to help with homework at home.

- What will teachers submit as evidence of implementation?

Sign-in sheets, PowerPoint presentation, evaluations, teacher communication via ClassDojo or JupiterEd, parent/teacher conference notes.

- Month of Training

October 2024

- Responsible Person(s)

Administration, ESE Contact, ESOL Contact

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD



- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Family Literacy and Math Night

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

Parents will engage in sample literacy and math strategies that they can use at home with their child. Parents will learn how to monitor student progress, and help with homework at home.

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

Parents will be given hands-on activities/manipulatives to understand the ELA and Math standards.

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

Parents will understand the B.E.S.T. standards and how to utilize at-home activities to assist their student with homework at home.

- Date of Training

October 2024

- Responsible Person(s)

Administration, Instructional Coaches

- Resources and Materials

Invitations, agenda, sign-in sheets, evaluations, PowerPoint presentation, FL standards handouts (all translated in English, Spanish, Creole)

- Amount (e.g. \$10.00)

\$0

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Technology Resource Training

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

Parents and families will learn how to best use the programs that the school uses such as: Colegia, iReady JupiterEd, IXL, MobyMax, and the school website.

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

Parents will be given the log in credentials to access their student's online curriculum programs using a school laptop.

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

Parents will understand how to navigate school online curriculum programs to assist their student with homework at home.

- Date of Training

January 2025

- Responsible Person(s)

Administration, Instructional Coaches

- Resources and Materials

Invitations, agenda, sign-in sheets, evaluations, PowerPoint presentation, (all translated in English, Spanish, Creole)

- Amount (e.g. \$10.00)

\$0

## 5. Parent and Family Capacity Building Training #3

- Name of Training

Assessment Workshop

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

Parents will navigate and participate in sample state standardized assessment questions and will be able to find testing resources online in order to help their student at home.

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

Parents will understand the expectations and structure of the state standardized assessments (STAR, FAST) using the school laptop.

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

Increased student proficiency scores and learning gains.

- Date of Training

April 2024

- Responsible Person(s)

Administration, Instructional Coaches, Test Coordinator

- Resources and Materials

Invitations, agenda, sign-in sheets, evaluations, PowerPoint presentation, Assessment handouts (all translated in English, Spanish, Creole)

- Amount (e.g. \$10.00)

\$0

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney-Vento Program

- Describe how agency/organization supports families.

The M-V program focuses on the needs of families experiencing homelessness and are enrolled within public schools. The program provides assistance through providing educational and other resources that otherwise would not be available to these families, such as providing school supplies and uniforms when needed.

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

Emails from District M-V program director, student housing questionnaire, program promotion through flyers/invites.

- Frequency

As needed.

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

- Name of Agency

All Pro Dad ([www.allprodad.com](http://www.allprodad.com))

- Describe how agency/organization supports families.

This is our fifth year partnering with All Pro Dad. The mission of All Pro Dad is to help dads love and lead their family well and be a hero to their kids. All Pro Dad is a group of people committed to bringing intentional focus to fathers around the world. All Pro Dad provides guidance and practical tips in raising kids in a life giving way.

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

All Pro Dad meetings will be held in person four times this year. At each 30 minute meeting, dads will watch a video clip and participate in a group conversation. Dads will be asked to complete an exit ticket at the end of the meeting. Documentation will include Invitations, sign-in sheets, and evaluations.

- Frequency

Four times this year. Once per quarter.

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

- Name of Agency

Chrysalis Health Center

- Describe how agency/organization supports families.

Support program for families to ensure students achieve optimal levels of wellbeing through the provision of compassionate, innovative and effective behavioral and mental health services.

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

Family/Student referral forms, evidence of distribution, handouts

- Frequency

As needed.

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Our school will inform our families with timely information in English, Spanish, and Creole about our Title 1 program using the following venues: quarterly SAC meetings, activities calendar, news and calendar dates on school website [www.Somersetdbk.org](http://www.Somersetdbk.org), Social Media (Facebook & Instagram), school marquee, Teacher/Parent conferences, text messages through Call Multiplier, and emails through Schoolmessenger.

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

Invitations, text messages, school website posting, fliers sent home in student folders, in the appropriate language of the family (English, Spanish, Creole).

- Description

Our school will inform families about the curriculum we utilize and how state assessments are used to measure student progress as well as proficiency levels students are expected to meet using the following venues: Open House, Title 1 Parent trainings, teacher/parent conferences, SAC meetings, iReady individual student results, Literacy and Math Night, Student Progress Reports and Report Cards quarterly.

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

Invitations, text messages, school website posting, iReady individual student results, in the appropriate language of the family (English, Spanish, Creole).

- Description

Our school will inform families about how state assessments are used to measure student progress as well as proficiency levels students are expected to meet using the following venues: Open House, Title 1 Parent trainings, teacher/parent conferences, SAC meetings, iReady individual student results, Literacy and Math Night, Student Progress Reports and Report Cards quarterly.

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

Invitations, text messages, school website posting, student data chat reports, in the appropriate language of the family (English, Spanish, Creole).

- Description

Our school will inform parents about opportunities to participate in decision making that relate to the education of their children by encouraging them to attend and participate in Title I meetings, SAC meetings, parent/teacher conferences, 504/IEP/LEP plan meetings, and to become an active volunteer at school events. Invitations will be distributed in English, Spanish, and Creole on fliers, Call Multiplier (text messages), and Schoolmessenger (emails).



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

Invitations, emails, text messages, school website posting, fliers sent home in student folders, parent/teacher conference notes, meeting agenda in the appropriate language of the family.

- Description

Our school will offer flexible time for meetings, parent training, activities and events to remove barriers for attendance by alternating times to include at school arrival, school dismissal and evenings at 4:00pm or 6:00pm. We will also offer virtual options for parents to join meetings through Zoom.

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

Invitations, text messages, school website posting, meeting agenda, in the appropriate language of the family.

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- **Description**

Accommodations will include oral and written translation of invitations, agendas, evaluations, handouts and PowerPoint presentations in English, Spanish, and Creole.

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

Parent meeting invitations, text messages, meeting agendas, meeting evaluations, all translated in appropriate languages. Spanish and Creole translators will be available at Title I meetings, SAC meetings, and school events.

- **Description**

Accommodations may be provided on an as needed basis and may include: priority seating, priority parking, mobility assistance and sign language if available.

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

Sample of request to District for staff to support parents. Photos of handicapped parking, ramps, elevators.

- **Description**

Accommodations may be provided on an as needed basis and may include: flexible scheduling based on the work schedules of the families and limited bus service. In-person and virtual options will be made available for all parent meetings. Referrals will be made to the Migrant department to offer tutoring, school supplies, clothing, etc.

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

School staff referrals to Migrant Department, brochure of services offered, translated letters.

- **Description**

Accommodations may be provided on an as needed basis and may include: materials, supplies, translation services, transportation, child care, technology devices, food and clothing. Referrals will be made to McKinney-Vento Program so they can assist in connecting families to the appropriate agencies to get further assistance.

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

Copy of referral email, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program brochure of services offered, and images of provided services to students such as clothing, care packages, school supplies, etc.

## **Other Activities**

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### **1. Activity #1**

#### **Activity #1**

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## 3. Activity #3

### Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

The following are in use on our campus to build students' skills outside of academic subject areas. Second Step classroom kits - This SLL program features interactive lessons packed with classroom activities. Students learn self-regulation skills that help with academic tasks, plus how to calm themselves down, how to appreciate others' points of view, and how to apply critical thinking and peaceful problem-solving skills. This universal, classroom-based program is designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem-solve and make responsible decisions. Each classroom received a grade-level kit, that includes easy-to-teach, short weekly lessons, engaging songs and games, and daily activities and take-home materials to reinforce learning. The Second Step Program Promotes • School success • School connectedness • Safe and respectful school climate By directly teaching students the skills that strengthen their ability to: • Learn • Manage emotions • Have empathy • Solve problems Skills for Learning • Students who can self-regulate are better able to participate in and benefit from classroom instruction. • The program promotes the development of students' self-regulation skills. It provides practice through games for Kindergarten– Grade 3 and through instruction in Skills for Learning across all grades. • Skills for Learning are necessary for having empathy, managing emotions, and solving problems. The Skills for Learning are woven into all units. Emotion Management Problem Solving • Students who can recognize strong emotions and calm down cope better and are less prone to aggressive behaviors. • The program teaches students proactive strategies that help prevent strong emotions from escalating into negative behaviors. • Calm students are better able to use other skills, such as problem-solving, to help them get along better with others and make good choices. Empathy • Being able to feel or understand what another person is feeling prepares students to manage their own strong emotions and solve interpersonal problems with others. • The program teaches students skills for identifying emotions in themselves and others, labeling these emotions, and taking the perspectives of others. • These skills are the basis for helpful and socially responsible behavior. Having empathy is also related to academic success. Problem-Solving • Being able to feel or understand what another person is feeling prepares students to manage their own strong emotions and solve interpersonal problems with others. • The program teaches students skills for identifying emotions in themselves and others, labeling these emotions, and taking the perspectives of others. • These skills are the basis for helpful and socially responsible behavior. Having empathy is also related to academic success. The Second Step Program Prevents • Problem behaviors • Antisocial behavior • Peer rejection • Low academic achievement • Impulsivity By developing students': • Self-regulation skills • Resiliency Standards • School connectedness

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and

- Track students' progress.

## 1. SBT/MTSS Implementation

Our SBT Leader/ESE Coordinator attends all required annual training activities. During Pre-Planning week, SBT training is held for all teachers. During our weekly Reading & Math interventionists meetings, held by the instructional coaches, we discuss student data, interventions, and next steps. The SBT leader maintains a log of all teachers that have started packets and monitors completion and compliance. SBT meetings are scheduled and held every week. When meeting schedules are distributed a list of required documentation to be presented at the meeting is included. We identify students for tiered support through grade level team meetings with instructional coaches, reviewing test data and behavioral charts. We refer to the grade level decision tree that are written in the SBT handbook. We use iReady and progress monitoring data, as well as teacher input. After graphing data from goals set with the teachers/interventionists, the SBT team reviews and decides if there is improvement which dictates more intervention, continuing the current intervention, or dismissing/monitoring the student. Tier 1 support is provided by the general classroom teacher, whole group lessons. Tier 2 is supplemental, provided by the general classroom teacher in small group sessions. Tier 3 receive both tier 2 support (teacher-led small group) and intensive intervention provided by the reading interventionist pull out. The Principal attends and is actively involved in 90% of all SBT meetings on our campus. SBT members include SBT Leader/ESE Coordinator, School Counselor, Instructional Coaches, Reading & Math interventionists, and Teachers.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- Opportunities to extend learning time.
- How the school ensures instruction is aligned to standards.
- How the school connects classroom learning to real world applications
- Courses/electives that are not considered core-content.
- How extra curricular opportunities enrich the students' education.
- Courses/electives that are focused on job skills.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as*

*determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

At Somerset Academy DBK, we have fully implemented the Florida B.E.S.T Standards for Reading, Language Arts, and Math. We follow the Next Generation Florida Sunshine State Standards (NGSSS) for Science and Social Studies. We ensure that our students are provided with a well-rounded education including enrichment opportunities by scheduling the following: K-5 students participate in a fine arts wheel on a 3 day rotation. The rotation includes: Art, Music, Media. Recess and/or Physical education is daily. In our middle school, the following electives are offered: Art, Music, Physical Education, Intensive Reading (based on levels 1 and 2 on PM3), and 8th Grade Business Entrepreneurial Skills. 8th grade students have an opportunity to take three high school level classes: Business Entrepreneurial Skills, Algebra Honors, and Biology Honors. Extended learning time including extra curricular activities such as: Afterschool weekly tutoring, Afterschool enrichment clubs, Literacy/Math Night, Family Science Night, Hidden in Plain Sight Mental Health Awareness Night, and Assessments Workshop. The curriculum addresses the Florida Standards and assessments are given to identify the individual needs of each student. Students engage daily in hands-on learning experiences that provide rich opportunities to deepen their understanding of content knowledge, mathematical concepts, and stretch their thinking in the world of literacy. Teachers develop instruction that integrates each of the subject areas into a cohesive unit. These units provide students with connected tasks and skills, which allow them to explore how their learning works together. At the end of an instructional timeline, students work together to complete a project based learning task that showcases the skills and developments they have made over the course of the unit All Somerset Academy DBK students will:

- Read and understand grade level text
- Analyze key ideas, details, the author's craft and structure
- Integrate knowledge and ideas
- Develop foundations for mathematical practices
- Explore number sense, algebraic thinking, measurement, data and geometry
- Create written works of opinion, informative, and narrative text types
- Read, think, and explain specific content topics in the social sciences

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:



- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

At our school, we build student's awareness of and readiness for post-secondary opportunities and the workforce by: - Offering Algebra 1 Honors, Biology Honors, and Business Entrepreneurial Skills to our 8th grade students and other high school course work using Somerset Virtual Academy - Offering project-based learning in some of our classes - Encouraging students in grades 5-8 to serve as volunteers during school-based family fun activities i.e., Literacy Night, Family Science Night, Trunk or Treat. - We host guest speakers from local high school choice programs to speak with our 8th grade students about the opportunities they have in high school

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

#### 1. Transition to Elementary School

On our campus, to assist preschool students in transitioning from early childhood education programs to elementary school, we provide the following: - As part of our Charter School of Choice enrollment process we invite perspective students and their families to tour our school on specific Teacher Work Days during February and March. - At the conclusion of our enrollment process, we invite families to our version of round-up where we provide a comprehensive overview of the Kindergarten curriculum, our single school culture expectations, the School Food Service Department breakfast, lunch and supper snack programs, before and after school care, exceptional student education services, opportunities for parental involvement (SAC, Title 1), transportation and a Summer Packet. - We encourage our families to enroll their child in at least one week of summer camp to allow them the opportunity to meet other students and get acclimated to our building. - On the Friday before teachers return to work, we invite all families to come to our uniform sale. - We invite families to "Meet the Teacher" during pre-school week. - We invite families to Open House scheduled during the last week of August, to hear about our curriculum and programs offered in their students' classroom.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

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

## 1. Professional Development

The following professional development opportunities are offered/provided to our instructional and non-instructional staff to improve the delivery of instruction and the use of data to support instructional decisions: - DBK Behavior Plan and DBK Cash - Clinical Educator Training at PBSC - Educator Support Program - PLCs - EDW - Unify - SAVVAS - SBT - ESE Strategies - ESOL Strategies - LLI - Benchmark Advance Literacy program - Online resources (MobyMax, JupiterEd, Planbook, BrainPOP, iReady, IXL, Penda Learning) - YMHFA - Verbal De-Escalation - Assessments TA and Proctor trainings

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

Our school's recruitment and retention efforts include the following: The administration advertises open positions on [www.indeed.com](http://www.indeed.com) and communicates with local post-secondary institutions to recruit teacher educators. Administration works closely with the District Certification Office to ensure that candidates are certified and qualified in their field. The Academic Leadership Team (including the Principal) comprise the teacher interview committee. Candidates respond to situational interview questions. Newly hired teachers are assigned a mentor teacher to provide support during their first year of employment. Teachers new to the profession participate in/complete the School District of Palm Beach County Educator Support Program (ESP). ESP includes mentoring, coaching and on-going professional development. Teachers participate in on-going professional development through the School District of Palm Beach County and school-based professional development. Teachers attend regularly scheduled faculty meetings, team/grade level meetings, committee meetings and Learning Team Meetings (LTMs). Teacher/classroom observations are scheduled and conducted throughout the year. An electronic format is used and immediate feedback provided. Pre/post conferences are scheduled/held as needed. Teachers are offered many opportunities to earn additional stipends from Title I or UNISIG funds, by sponsoring an afterschool enrichment club or working the afterschool tutoring program. Employee benefits include: 401K with a 4% match, medical, dental and vision insurance, Aflac option, extra duty supplements and a longevity bonus program. The school hosts many fun activities for the staff, such as themed lunches or spirit dress down days. On Teacher Work Days, we celebrate our hard work at an off campus site.