
Title I Comprehensive Schoolwide Plan
SOMERSET ACADEMY CANYONS MIDDLE SCHOOL (4012)

ELA

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

1. List prioritized needs statements.

Data collected from PM2: 6th grade 67% are below proficiency. 7th grade 56% are below proficiency. 8th grade 50% are below proficiency. 73% of the ESE students are below proficiency. 80% of the ESOL Students are below proficiency. iReady Data Diagnostic 2: 6th grade 59% below proficiency 7th grade 55% below proficiency 8th grade 50% below proficiency ESE are 73% below proficiency. ESOL are 80% below proficiency.

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

Students enter our school in all grade levels and are coming from many different schools in the area. Teacher retention Lack of use of engagement strategies Class size Curriculum consistency and standards based Student Attendance Classroom Management Systems Sufficient supply of technology & training Lack of parent capacity and knowledge of how to support learning at home.

3. Share possible solutions that address the root causes.

Continue the teacher mentor program. Utilize data to guide instruction. Hire support teachers to work with small groups of underperforming students. Boot camps/tutorial & Remedial supplies Monitor attendance & tardies Small group instruction Reading Coach to assist with small group instruction. Data Analysis Services Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources. Provide assistive technology/online resources to support student learning and access to technology for students, parents, and families Continue to provide parent tutorials.

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

• Communication

Increase communication through social media. Conduct parent surveys. Continue to communicate in 3 languages. Continue to provide families with flyers, parent call-outs, texts, and emails through our Website and Parent communication system. Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA). Incorporate Parent Academies by specific topic to help their students. ex. How the parents can help their child at home, building the school-home connection,

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

- **School**

Provide a safe environment conducive to learning. Communicate effectively and frequently with students and their families regarding individual student progress. Employ Highly qualified teachers that are equipped to provide quality instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Focus on vocabulary development to increase student proficiency (parent training and materials)

- **Students**

Attend school on a regular basis and comply with policies Be on time for all classes, prepared, and appropriately dressed according to the school's dress code. Complete all assignments on time to the best of their ability. Continue to work on acquiring the necessary vocabulary to be successful in reading.

- **Parents**

Ensure that student attends school on a regular basis and complies with policies Monitor the PlusPortals for grades and completion of assignments Participate in parent academies offered by the school Focus on the comprehension of reading vocabulary

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) Technology training may include: creating online assessments, Cleartouch, AI training Classroom Management Standards Based Teaching

- **Accessibility**

Accessibility - Ensure that the school provides various times for events and training so all stakeholders can attend. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education. Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) School staff will provide support needed for all families to be able to participate and be engaged in their child's education. We will provide translated documents and translators, accessible meeting space, as well as multiple meeting days and time.

Math

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

1. List prioritized needs statements.

Data collected from PM2: 6th grade 86% are below proficiency. 7th grade 68% are below proficiency. 8th grade 61% are below proficiency. 78% of the ESE students are below proficiency. 76% of the ESOL students are below proficiency.

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

Students enter our school in all grade levels and are coming from many different schools in the area. Teacher retention Not sufficient supply of technology Support of a math coach to assist teachers Foundational skills are weak in mathematics Lack of manipulatives Lack of time and personnel to provide additional interventions for students Lack of parent capacity and knowledge of how to support learning at home.

3. Share possible solutions that address the root causes.

Continue teacher mentor program. Utilize data to guide instruction. Purchase additional technology to use software programs for remediation. Hire support teachers to work with small groups of underperforming students. Purchase software programs that focus Math Headphones Professional training for staff Remediation resources Boot camps (tutorial) Provide opportunities for students to use hands-on experiences/practice to support student learning. Continue parent academies Train teachers to utilize engagement strategies.

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

- Communication

Increase communication through social media. Conduct parent surveys. Continue to communicate in 3 languages. Continue to provide families with flyers, parent call-outs, texts, and emails through our Website and Parent communication system. Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Incorporate Parent Academies by specific topic to help their students. ex. How the parents can help their child at home, building the school-home connection,

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

- School

Provide a safe environment conducive to learning. Communicate effectively and frequently with students and their families regarding individual student progress. Employ Highly qualified teachers that are equipped to provide quality instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Focus on math vocabulary & foundational skill development to increase student proficiency (parent training and materials)

- Students

Attend school on a regular basis and comply with policies Be on time for all classes, prepared, and appropriately dressed according to the school's dress code. Complete all assignments on time to the best of their ability. Continue to work on acquiring the necessary vocabulary to be successful in math.

- Parents

Ensure that student attends school on a regular basis and complies with policies. Monitor the PlusPortals for grades and completion of assignments. Participate in parent academies offered by the school. Focus on the comprehension of math vocabulary & foundational skills.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) Technology training may include: creating online assessments, Cleartouch, AI training Classroom Management Standards Based Teaching

- **Accessibility**

Accessibility - Ensure that the school provides various times for events and training so all stakeholders can attend. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education. Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) School staff will provide support needed for all families to be able to participate and be engaged in their child's education. We will provide translated documents and translators, accessible meeting space, as well as multiple meeting days and time.

Science

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

1. List prioritized needs statements.

Our 8th grade science score has shown approximately 66% of the students are below proficiency.

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

Curriculum doesn't align with standards Classroom Management Students not able to complete labs Lack of teacher knowledge of the science standards Lack of equipment to do hands-on labs for our students, ie chromebook carts

3. Share possible solutions that address the root causes.

Purchase curriculum Online technology PDD on new curriculum Remediation resources Send teachers to CHAMPS training Lab Materials Provide opportunities for students to use hand-on experiences/practice to support student learning with instructional supplies and supplemental resources. Inquiry-based instruction build basic vocab support conceptual science Integrate fair game benchmarks to lower grades Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on.

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

- Communication

Increase communication through social media. Conduct parent surveys. Continue to communicate in 3 languages. Continue to provide families with flyers, parent call-outs, texts, and emails through our Website and Parent communication system. Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) Incorporate Parent Academies by specific topic to help their students.

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

- School

Provide a safe environment conducive to learning. Communicate effectively and frequently with students and their families regarding individual student progress. Employ Highly qualified teachers that are equipped to provide quality instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Focus on science vocabulary development to increase student proficiency (parent training and materials)

- Students

Attend school on a regular basis and comply with policies Be on time for all classes, prepared, and appropriately dressed according to the school's dress code. Complete all assignments on time to the best of their ability. Continue to work on acquiring the necessary vocabulary to be successful in science.

- Parents

Ensure that student attends school on a regular basis and complies with policies Monitor the PlusPortals for grades and completion of assignments Participate in parent academies offered by the school Focus on the comprehension of science vocabulary

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) Provide PDD Classroom Management to enhance the hands on experiences

- **Accessibility**

Accessibility - Ensure that the school provides various times for events and training so all stakeholders can attend. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education. Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) School staff will provide support needed for all families to be able to participate and be engaged in their child's education. We will provide translated documents and translators, accessible meeting space, as well as multiple meeting days and time.

Social Studies

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

1. List prioritized needs statements.

Our Civics EOC score shows approximately 39% of our students are below proficiency.

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

Students do not have enough background knowledge Questioning types Aligns with reading proficiency Textbook is not a sufficient resource
Students are not exposed to real life opportunities to explore historical concepts Not enough teachers have past experience with curriculum - will benefit from common planning

3. Share possible solutions that address the root causes.

Change the course for 6th grade to US History Acquire the online platform Paperworks for EOC practice work Remediation resources Generation Genius to reteach standards Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on PDD for staff on the social studies curriculum. Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (workbooks, whiteboards, materials)

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

- Communication

Increase communication through social media. Conduct parent surveys. Continue to communicate in 3 languages. Continue to provide families with flyers, parent call-outs, texts, and emails through our Website and Parent communication system. Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies). Incorporate Parent Academies by specific topic to help their students. ex. How the parents can help their child at home, building the school-home connection,

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

- School

Provide a safe environment conducive to learning. Communicate effectively and frequently with students and their families regarding individual student progress. Employ Highly qualified teachers that are equipped to provide quality instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Focus on Social Studies vocabulary development to increase student proficiency (parent training and materials)

- **Students**

Attend school on a regular basis and comply with policies Be on time for all classes, prepared, and appropriately dressed according to the school's dress code. Complete all assignments on time to the best of their ability. Continue to work on acquiring the necessary vocabulary to be successful in social studies.

- **Parents**

Ensure the student attends school on a regular basis and complies with policies Monitor the PlusPortals for grades and compliance of assignments Participate in parent academies offered by the school Focus on the comprehension of social studies vocabulary

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Social Studies)

- **Accessibility**

Accessibility - Ensure that the school provides various times for events and training so all stakeholders can attend. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education. Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) School staff will provide support needed for all families to be able to participate and be engaged in their child's education. We will provide translated documents and translators, accessible meeting space, as well as multiple meeting days and time.

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

Plan for differentiated instruction, small group support (push-in/push-out), and mobile devices that will provide targeted intervention for students identified using various data sources such as FAST testing, iReady diagnostic, and modeling of instruction.

Budget Total: \$78,808.24

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper - case to support student learning and delivery of instruction	21	\$45.00	General Supplies	Original	\$945.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Boxes of Pencils (200) to support student learning	36	\$20.00	General Supplies	Original	\$720.00
	Chart Paper set of 10 to support student learning and delivery of instruction	4	\$149.00	General Supplies	Original	\$596.00
	Color Copy Paper assorted to support student learning and delivery of instruction	25	\$17.50	General Supplies	Original	\$437.50
	USI WrapSure Thermal Laminating film to support delivery of instruction	2	\$89.00	General Supplies	Original	\$178.00
	Graph Paper 12 pack to support student learning	2	\$44.99	General Supplies	Original	\$89.98
	Shipping	1	\$4.91	General Supplies	Original	\$4.91
	Expo Markers	15	\$7.59	General Supplies	Original	\$113.85
Computer HW; non-cap	Item		Quantity	Rate	Type	Total
	Headphones Class Sets to support student learning when using computer devices for all grades and all content areas.		350	\$5.50	Original	\$1,925.00
Resource Teacher	0.5 Math Resource Teacher will provide support for struggling students in grades 6-8 (identified by FY24 PM 3 and FY25 PM 1 data) through a pull out small groups model.					
Resource Teacher	ELA Resource Teacher will provide support for students in grades 6-8 (identified by FY24 PM 3 and FY25 PM 1 data) through a push in/pull out small groups model.					

Acct Description	Description				
Computer HW; cap	Item	Quantity	Rate	Type	Total
	Computer Cart to recharge student computers and have them ready for student use to support all content areas for all grade levels	1	\$1,800.00	Original	\$1,800.00
Computer systems; non-cap	Item	Quantity	Rate	Type	Total
	Lenovo Think Pads for student use online programs for all grades and content areas	26	\$800.00	Original	\$20,800.00

Action Step: Professional Development

Teachers will be provided job-embedded professional development for the purpose of data review, curriculum planning, and instructional practice based on the needs of the school.

Budget Total: \$39,185.00

Acct Description	Description
Coach	MS Math Coach will work with teachers in grades 6-8 to model and assist with analyzing data, small group instruction, and differentiating instruction.

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: \$3,428.76

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Manila Folders (box of 100) for parent trainings and meetings	3	\$15.99	General Supplies	Original	\$47.97
	Decks of cards 48 packs for parent trainings (Per PFEP)	2	\$60.99	Manipulatives	Original	\$121.98
	Refreshment for parent trainings (Per PFEP)	3	\$100.00	Program Supplies	Original	\$300.00
	Index cards (600) Wpxmer for parent trainings (Per PFEP)	10	\$11.99	General Supplies	Original	\$119.90
	Toner Cartridges for Title I printer Cyan to print flyers and reports for parents	3	\$126.89	Technology	Original	\$380.67
	Zip loc bags sandwich size (280) for parent trainings (Per PFEP)	2	\$10.99	General Supplies	Original	\$21.98
	Toner Cartridges for Title I printer Magenta to print flyers and reports for parents	3	\$126.89	Technology	Original	\$380.67
	Toner Cartridges for Title I printer Yellow to print flyers and reports for parents	3	\$126.89	Technology	Original	\$380.67
	Dominoes pack of 12 for parent trainings (Per PFEP)	8	\$22.99	Manipulatives	Original	\$183.92
	Student Planner for ESE/ESOL students to support school-home communication	150	\$2.98	General Supplies	Original	\$447.00
	Copy paper case to support parent trainings and school-	10	\$45.00	General	Original	\$450.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	home communication			Supplies		
	Toner Cartridges for Title I printer Black to print flyers and reports for parents	3	\$198.00	Technology	Original	\$594.00

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

Somerset Academy Canyons Middle School, promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education. Engaging parents and the community through a variety of school-based activities and events enhances student achievement and engagement. We will continue to collaborate with parents in the shared decision-making of their student’s education through effective communication, encouragement, active participation, and parent training.

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
George Groezinger	Principal
Michael Amendola	Assistant Principal
Ashley Tokan	Assistant Principal
Lisa Klein	Lead Teacher
Rena Roseff-Tornopsky	Title I Coordinator
David Banks	Classroom Teacher
Callie Shaffer	Parent Liaison
Marie Petit-Homme	Parent
Diana Puentes	Parent
Pamela Kellman	Parent
Tara Castillo	Parent

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

All parents and community members were invited and welcome to attend, to give feedback at our Stakeholder meeting February 14, 2024. The members above are those that attended the meeting to provide input. Interested parties who wanted to assist our school with meeting our Title 1 goals, volunteered to be part of the team. The members are a representation of the demographics of our school. Teachers and staff attended a meeting on March 1st and were given an opportunity to participate and give feedback as well. Our team consists of administration, teachers, and a parents.

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

The Leadership meeting to develop the CNA was held on January 18th at 3:00 PM and the stakeholder meeting held on February 14th at 6:00 PM. Data was presented at both meetings and discussed by all who attended in person and virtually as well. The leadership team met to review all the feedback and consolidated the data into the Comprehensive Needs Assessment launcher. The input collected, was used to develop our Title I Schoolwide Plan.

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

Based on the data and findings from the leadership meetings and the staff input a presentation for stakeholders was prepared, explained and discussed at the February 14th Stakeholder meeting. A brainstorming session was held during the meeting to collect feedback from the stakeholders. Based on the feedback, we will send out a survey to parents and families to see when the most convenient times for them are to attend our parent academies. We will make sure we send communication through email, Robo call system, Colegia, and Google Classroom. Parents clearly stated they needed more support with helping their students become proficient and also a better understanding of the technology the students and the school use. For teachers, it was determined that there was a need for training how to engage and connect with families better, to share student progress using technology, and differentiating instruction. We are purchasing the following supplies for our Title 1 parent engagement meetings: math manipulatives, printer toner, copy paper, pens, paper and food for our meetings. We will invite parents and families to learn how to use the technology programs the school utilizes during parent training events. We will also host staff trainings to teach how to better engage with families, using these programs as well.

Name	Title
George Groezinger	Principal
Michael Amendola	Asst. Principal
Ashley Tokan	Asst. Principal
Lisa Klein	Lead Teacher
Rena Roseff-Tornopsky	Title I Liason
David Banks	Classroom teacher
Amy Schoenwetter	Treasurer
Jodi Fjelde	Parent
Sobhan Heredia	Parent
Veronica Dasilva	Parent

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 take place on October 10, 2024 at 5:00 PM in the MS cafeteria.

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

We will notify stakeholders of the Annual Meeting via email, Flyers, mailings, Social Media (Facebook & Instagram), call-out using our robocall system, and Google Classroom postings as well. We will send out the notification in Spanish and Creole as well.

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

We will utilize our Title I Power Point, a Reflection Survey form will be used to provide feedback from the stake holders and an invitation will be emailed out as well. We will also prepare agendas, handouts, as well as the PFEP and student compact in multiple language.

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

Increasing family involvement through cultural sensitivity

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

The staff will learn about the various cultures we have at our school and how to communicate the educational needs to the parents and families. Ensure that the staff are knowledgeable about which families need to have translated material and utilize Google Translate or our Language Facilitators at Somerset Academy Canyons. We want to ensure that we can engage the parents before the students enter our classrooms.

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

To facilitate better communication between teachers, administration, and families.

- What will teachers submit as evidence of implementation?

Teachers will send home their syllabi in the home language of all students. In addition, teachers will submit emails sent home in multiple languages, when needed.

- Month of Training

August

- Responsible Person(s)

Rena Tornopsky

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

80

- 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

Collaborative Techniques to engage parents and families

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

Building trust amongst our families. We will review the ways that teachers can communicate with families through Colegia, Google Classroom and Plus Portals. In addition, we will show them different ways that they can use some software programs to incentivize the students and communicate that with the parents so that they can remind students as well.

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

Increasing family participation and collaboration between them and the school. Parents should be actively involved in their student's education, and we need to make sure there is a work - school - home connection. Families will be able to communicate with the teachers and be kept up to date with their students progress and expectations.

- What will teachers submit as evidence of implementation?

Emails of correspondence with families and copies of reports that are shared as well to show increase in proficiency.

- Month of Training

January

- Responsible Person(s)

Rena Tornopsky

4. Reflection/Evaluation of Training #2

- Name and Brief Description

This training will be to share ways that teachers can reach out to parents to encourage collaboration between school and home.

- Number of Participants

50

- 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

Technology and Resources Night

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

Parents will learn to utilize: Colegia, iReady, Plus Portal, IXL, Reading Plus, email and our website. To support the learning at home, parents will have the access to monitor their student's use of iReady, to use PlusPortal to monitor grades, and the website for all upcoming reminders of events. In addition, parents and families will see how to use academic online resources to support their student's learning at home.

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

Parents will be supplied laptops and given help with logging on to their PlusPortals account.

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

Parents will be able to monitor their student's grades and attendance and be able to see if they have missing assignments. In addition, they will gain knowledge about all the online programming their student uses throughout their courses and be able to monitor that usage as well.

- Date of Training

September 11, 2024

- Responsible Person(s)

Rena Tornopsky

- Resources and Materials

We will need to have laptops set up, PowerPoint with directions, chart paper, pens, and post-it notes.

- Amount (e.g. \$10.00)

\$100.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Math/Literacy Night

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

Parents and families will learn how they can help their student with studying various standards. They will have an activity and leave with items to help them help their student study.

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

We will have stations set up for parents to do a "Make and Take" activity. They will create flashcards or other manipulatives that they can use with their their students to help them to become proficient in various standards.

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

The expectation is for parents will become partners with the teachers and the school in encouraging their students to study and prepare for each class.

- Date of Training

December 6, 2024

- Responsible Person(s)

David Banks & Rena Tornopsky

- Resources and Materials

We will use the FAST data, to determine which standards students are not proficient in. Then we will use index cards, dice, playing cards, and other items as needed to create make and take activities.

- Amount (e.g. \$10.00)

\$100

5. Parent and Family Capacity Building Training #3

- Name of Training

High School Readiness Night

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

There will be a lecture on Quality points and preparing students for promotion to high school. In addition, there will be discussion about high school courses and requirements for graduation. We will review the website and show parents where they can find this information and more.

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

Parents will be able to go on to the website and learn to maneuver through to get the latest information about the school, courses, and extra-curricular activities. We will also show them where to find their FAST scores so that they can see if they are proficient in reading and math to help map out their high school courses.

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

Parents will have the knowledge they can then use to speak with their students about the expectations and goals to ensure moving into high school.

- Date of Training

March 6, 2025

- Responsible Person(s)

School Counselor (TBD)

- Resources and Materials

Computers, middle school requirements to move on to high school. High school academic criteria for graduation along with information on our AIOE and AP classes and dual enrollment as well.

- Amount (e.g. \$10.00)

\$100

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

Professional Development

- Describe how agency/organization supports families.

Offers Professional Development for staff and support through the Charter school office. These Professional Development opportunities then help our teachers gain the tools they need to help our students and families. The staff will attend mandatory trainings on safety that will ensure that our families know that all staff members are training on keeping their students safe. Staff attend PD on utilizing various academic materials that they will then share with the students and families, so that the families can assist in the at home learning as well.

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

Somerset Academy Canyons Middle school teachers are able to submit copies of their eLearning courses taken. We can provide emails that are sent to the staff to invite them to trainings, Agendas from trainings (when applicable), and reports as they become available to us for staff required trainings by the Palm Beach County School district. Teachers will learn all the appropriate ways to keep our students safe. In addition, they will learn how to utilize the academic software and programs that they will use and the students will use on campus and at home for extended learning.

- Frequency

Quarterly

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

- Name of Agency

Mckinney-Vento Program

- Describe how agency/organization supports families.

Through this program we are able to supply homeless students with school supplies and uniforms. We are able to give the families information on where they can also ask for help through this school district program.

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

We can print out a report in SIS and then supply copies of correspondence between the school and the families. In the annual Title 1 meeting there is a slide regarding this program to inform our parents. Share any communication with the MVP department.

- Frequency

As needed

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

- Name of Agency

Multicultural department

- Describe how agency/organization supports families.

The multicultural department supports families with resources that they have available. The department has meetings annually and invites parents to attend.

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

We will have the invitations in the appropriate languages, any handouts that are shared, and presentations as well.

- Frequency

Yearly

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

Somerset Academy Canyons Middle School will provide timely information regarding the Title I programs, meetings, parent academies, and other activities by email, the school website, social media (Facebook & Instagram), notifications sent home with students, and sometimes through direct mail. The Reading Resource teacher will send notifications to parents who she is directly working with via email and phone calls when appropriate. We will ensure that the communication is sent out in the languages that are present in our school.

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

The school will use sign in sheet from meetings, snapshots from social media, and meeting agendas to document that the information was shared.

- Description

During Open House the school will inform parents about the curriculum and about the proficiency levels the students are expected to meet. They will also be informed through progress reports and report cards.

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

Meeting Agenda, invitations, and graduation requirements.

- Description

During parent trainings, letters sent home, Open House, and Parent - Teacher conferences the school will inform parents about the forms of assessments used to measure student progress, and about the achievement levels of State academic standards. They will also be informed through distributed informational flyers from the FLDOE website for parents in their home language.

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

Report cards, progress reports, conference notes, and iReady reports.

- Description

Opportunities for parents to provide input will be announced during Open House, the Title I Annual meeting, and SAC meetings. The school will send out call outs and flyers to invite and remind parents. We will also post the information on social media and the school website.

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

Sign in sheets from meetings, agendas, and website screen shots/links to document that the information was shared.

- Description

A survey will be sent out to parents for the most convenient days of the week and times to attend a meeting on campus. Somerset Academy Canyons Middle School will offer the meetings on different days of the week and at different times, when applicable. The Title I presentation will be posted to the website so that parents who could not attend the meeting will have access to the items discussed. There will also be a survey attached for them to ask questions and communicate any concerns regarding Title I. *Virtually might also be an option.

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

We will upload the meeting notices that show different times and virtual option, Snapshot from the website, and survey.

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

Verbal and written translations of documents will be provided to parents. We have a Spanish speaking Guidance Counselor, Front Office Staff, Community Language Facilitator, Parent Liaison, ESOL Coordinator, Behavior Health Professional and Dean of Behavior on campus to assist parents with translations during the school day. We also have several additional staff who speak Creole and Spanish. The Compact and the PFEP will be translated into the 3 languages, Spanish, English, and Creole.

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

Translated invitations, flyers, and meeting agendas, and translated Compact and PFEP Summaries.

- Description

Somerset Academy Canyons is handicap accessible, has handicapped parking, and also has an elevator to access the second floor if necessary.

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

Photos of ramps, elevators and handicap parking will be provided.

- Description

In the event that Somerset Academy Canyons had families engaged in migratory work we would refer families to the Migrant Department and Migrant Education Program. The Migrant department assists families with tutoring, school supplies, and clothing if needed as well.

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

The school counselors referrals to the Migrant Department, meeting notes, and flyer of services offered. In addition any correspondence created can be included, if applicable.

- Description

We meet with the families when they arrive. Our school counselors will be available to the families with the necessary resources for the students to be successful such as school supplies, uniforms, and hygiene supplies. If we receive a student who is homeless we will complete a form 2479 Student Housing Questionnaire.

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

Copies of completed Form 2479. The McKinney-Vento program flyer of services offered. Emails to families and meeting notes can be utilized as well.

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

All staff attend training pre-school and during school to support our students' mental health needs. There are mandatory district trainings that staff must attend as well in order to be in compliance with understanding your mental health. Somerset Academy school counselors go into classes and work with the students to create classroom communities and address certain issues that are going on in our school, community, and neighborhoods. In addition, our administration and school counselors hold assemblies to promote positive behavior and hold quarterly events for students as an incentive for continuing to follow the student handbook. We also have several after school enrichment clubs. Our students can become members of National Junior Honor Society, Student Government Association, and other honor societies to help them become leaders at the school and beyond. Our school also has a large successful athletic department and participates in competitive sports. This helps with building good character, responsibility, and a sense of teamwork. Through our Physical Education and Health program, students are taught about healthy habits, resilience, persistence, and coping skills as part of their curriculum. We celebrate our students each month who exhibit the Character Trait of that month (Responsibility, Honesty, Integrity, etc.). Teachers discuss the monthly trait and teach about it in the classes. Student Government Association students represent our school and perform community service. All students are invited when we do a community beach cleanup. Students receive on-going support from Safe Schools for anti-bullying prevention programs and behavior plans and techniques. We recognize Bullying Prevention Month in October and celebrate World Kindness Week in November. We will have activities to celebrate both when the teachers meet with their classes to discuss how they would like to represent these topics. Somerset Academy Canyons is a school that prepares our students for college. Our staff are trained to build strong study skills into their daily lessons and hold students accountable for their efforts.

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

Teachers complete a School Based Team referral packet for each student making insufficient academic, behavioral, and/or mental health progress. The referral packet includes documentation for the reason for the referral, parental contacts and conferences, prior actions taken by the teacher, as well as notes regarding the academic and/or behavioral concerns with the student. The teacher completes a student information checklist to rate areas of behavior, independent functioning, physical symptoms and atypical behavior. Also, the performance levels in the areas of reading, math, and writing are recorded. At least two observations are conducted by the teacher and another professional working with the student. Two conferences are conducted with the parents of the student. The school-based team meets weekly to review School Based Team referral packets submitted by teachers. The purpose of the team is to determine how effectively student's academic, mental health, and behavioral needs are being met and to develop and monitor the implementation of appropriate interventions. The School Based Team process is led by the SBT Leader. Meeting attendees include the SBT Leader, ESE Coordinator, Assistant Principal, Lead Teacher, ELA/Math teacher, Parent and Family Liaison, School Counselor and/or the school psychologist. Tier I, Tier II and Tier III represent the continuum of services, intervention and support provided to each student. Tier I support is provided by the classroom teacher by way of high quality standards-based core instruction. Tier II interventions are developed and implemented when a student's academic, behavioral and/or mental health difficulties continue. Tier II interventions occur one on one or in groups of 2-5 students outside the core instructional blocks. More explicit instruction address one or more of the components of reading comprehension, fluency, phonemic awareness, phonics, and vocabulary. Additional opportunities for students to practice skills are evident in Tier II. Tier II interventions may include: iReady lessons selected by the teacher, Spire, check in/check out, and behavior contracts. The School Based team monitors the student's data to determine whether the student still requires interventions. A Tier III intervention plan is developed for those students still making insufficient progress after 6-8 weeks (a minimum of 30 sessions) of Tier II interventions. Tier III interventions include: a Behavior Intervention Plan (BIP), a Functional Behavior Assessment (FBA), self-monitoring, comprehension checks, oral fluency vocabulary, and comprehension researched-based interventions. Student progress is monitored every 2-4 days. The School Based Team may recommend a formal evaluation for special education while continuing new Tier III strategies if Tier III intervention is unsuccessful. SBT/MTSS professional development is provided to all staff during Professional Development prior to the start of school. School support staff participate in the training as well as teachers. The SBT leader will conduct more training if new staff start throughout the year.

Provision of a Well-Rounded Education

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

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

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

At Somerset Academy Canyons Middle School, we analyze the data for the school and then down to each classroom. We utilize the FAST testing in addition to iReady for all students in math and reading. In addition, we utilize Reading Plus for our students who are not proficient based on the FAST testing, and assess them with that program too. We then use all of this data to create pullout groups and support groups for the reading teachers and Reading Coach to work with. Teachers will take the data and then have Data Chats with each student individually. They will discuss the students strengths and areas in need of improvement. Teaching have pacing guides which are provided by the school district and ensures that instruction is aligned to the standards. The text we use are all current with the B.E.S.T standards. We offer many elective courses so that we are developing well rounding students with varying interests, yet guide them towards being ready for college. We offer: 2-D Art 3-D Art Fashion Design Computer Technology (working towards earning a certification) Medical Academy courses (working towards earning a certification) Business Academy Band and Chorus Foreign language (Spanish or French) Physical Education & Fitness Some of our electives can lead to future careers such as, the Business Academy, Medical Academy, and Computer Technology. We offer Boot Camps, which is our tutoring programs throughout the year for all core subject areas. We also have summer school and boot camp to prevent the summer slide. In addition, some of our clubs are geared to other interests and skills to create well rounded citizens. Some of them are STEM, Film, and Chess.

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

Somerset Academy Canyons Middle School is considered a college prep school. We are preparing our middle school students to enter high school with the mindset of college in their future. We review every students schedule to ensure that they are placed in the right courses for them to continue to be successful when they move into our high school. In middle school we have Pre-AICE courses and Honors courses to challenge our students. Based on student data, middle schoolers may take High School level courses such as, Algebra, Geometry, Biology and Spanish and French 1 & 2. This year we are also offering an afterschool program called the Cadet Core for students who may want to serve their country after high school. We have a yearly Career Day on campus as well, to introduce some careers to our students.

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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start

Kindergartners' parents

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies

- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

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

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

1. Professional Development

Site based Professional Development is offered pre-school as well as throughout the year. All faculty and staff are trained in assessment/testing procedures. The principal, assistant principal, lead teachers and other school leaders facilitate a robust Educator Support Program. We also have a strong Mentoring program for all staff that are starting their first year at Somerset Academy Canyons Middle School, regardless of years of teaching experience. Through the ESP and Mentoring new staff program we are engaging in a Professional book study with the book, "Take Control of the Noisy Class". Teachers are supported by Lead Teachers as well as Department Chairs. Ongoing professional development is facilitated by the district and school based professionals. During professional development instructional staff (teachers, academic tutors, para-professionals, etc) learn how to unpack the Florida Standards, B.E.S.T standards, plan, implement and monitor with fidelity reading/writing, math, science, social studies, foreign language, and elective curriculum; iReady for math and reading instruction and small group instruction. Additionally, instructional staff is trained on how to effectively align core instructional groups and materials with the Florida standards by consistently following the instructional scope and sequence and pacing guides. Professional development includes deep deliberate planning and conversations to promote growth in instructional practice.

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

The school principal supports growing teachers by supporting substitutes and academic tutors as they complete college and certification requirement. Principal and the leadership team attend teacher job fairs in Palm Beach County. Current teachers recruit teachers from within their circle of influence. A model coaching cycle is practiced to build teacher capacity. A mentoring program for all staff new to Somerset Academy is utilized to ensure that all staff have support and training in all facets of our school. Every teacher has a person to turn to. The principal practices an open door policy extending a welcoming invitation to staff, parents, students and community members. Retention: The principal, assistant principal, and teacher leaders facilitate a robust Educator Support Program. Teachers and academic tutors are eligible for opportunities for part time pay hours for the purpose of before, after, Saturday and Spring Break and summer boot camps. Veteran teachers are assigned to each new teacher. New teacher gatherings are conducted several times a year. Talent Development and Leadership Opportunities: Teachers are afforded the opportunity to serve as department and/or content mentors, grade level, department and Professional Learning Community leaders. They also coordinate school based clubs and community and parent events regularly.