
Title I Comprehensive Schoolwide Plan
SOMERSET ACADEMY CANYONS HIGH SCHOOL (4013)

ELA

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

1. List prioritized needs statements.

9th grade for this year had 54% proficiency for PM1 and went to 57% proficiency in PM 2. 10th grade for this year had 52% proficiency for PM1 and 54% proficiency for PM 2. 78% of the students who are ESE are not proficient in ELA.

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

Students are registering for High School here from various areas and schools. Students are entering and changing schools throughout the school year. Sufficient supply of technology & training Students accessing other sites during instructional time. Student attendance and tardiness Sufficient supply of technology & training Class size Students do not read enough AI websites Teachers not trained in differentiating instruction and varying the teaching style to help the ESE students acquire the knowledge to become proficient. Lack of parent capacity and knowledge of how to support learning at home.

3. Share possible solutions that address the root causes.

Start students here in middle school, to then feed into the high school. Hire support staff to assist with remedial support. Increase the technology in the classrooms. Monitor truancy issues. PDD on Small group instruction & differentiation Utilize data analysis. Classroom libraries 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 Provide extended learning opportunities through tutorial (before/after school) for ELA to support all students. 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. 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. Technology training to use the various software.

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. Ensure that students receive a quality education by trained individuals 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) Provide PDD on utilizing technology for creating online assessments, using the ClearTouch, AI instruction.

- **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.

High School Algebra had 24% proficiency for 2023. High School Geometry had 35% proficiency for 2023. The Math Data classes have students who have not passed the Algebra EOC and need additional remediation. 63% of the ESE students are not proficient based on 2023 data.

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

Students are registering for High School here from various areas and schools. Students are entering and changing schools throughout the school year. Sufficient supply of technology & training Students access other sites during instructional time. Student attendance and tardiness Class size AI websites Reliability of Access Points (WiFi) Sufficient supply of technology & training Foundational skills are weak in mathematics Lack of manipulatives Newer teachers are not trained in effective differentiation and small group instruction. Lack of parent capacity and knowledge of how to support learning at home.

3. Share possible solutions that address the root causes.

Start students here in middle school, to then feed into the high school. Hire support staff to assist with remedial support. Increase the technology. Class sets of approved calculators Internet monitoring program. Monitor truancy issues. Small group instruction & differentiation training Utilize data analysis. PDD on AI integration Provide opportunities for students to use hands-on experiences/practice to support student learning. Parent Academies Train teachers to utilize engagement strategies. Provide extended learning opportunities through tutorial (before/afterschool) for ELA to support all students.

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. Technology training to use the various software.

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. Ensure that students receive a quality education by trained individuals 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) Provide PDD on utilizing technology for creating online assessments, using the ClearTouch, AI instruction.

- **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.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

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.

Social Studies

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 Social Studies?

How will school strengthen the PFEP to support Social Studies?

- **How will school strengthen the PFEP to support Social Studies?**

This school has chosen to be exempt from this area.

- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

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

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

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

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.

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.

Graduation Rate

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 Graduation Rate?

How will school strengthen the PFEP to support Graduation Rate?

- How will school strengthen the PFEP to support Graduation Rate?

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 Graduation Rate?

How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

- How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

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: \$116,357.56

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Colored Copy paper assorted to support student learning and delivery of instruction	20	\$17.50	General Supplies	Original	\$350.00
	Bins to store books 17 qt 4 pack for classroom libraries	7	\$25.00	General Supplies	Original	\$175.00
	Pencil Sharpeners to support student learning	5	\$30.00	General Supplies	Original	\$150.00
	Pens to support student learning and delivery of instruction	1	\$11.83	General Supplies	Original	\$11.83
	Chart Paper box of 10 to support student learning and delivery of instruction	2	\$149.00	General Supplies	Original	\$298.00
	Graph Paper to support student learning and delivery of instruction	2	\$44.99	General Supplies	Original	\$89.98
	Box of pencils to support student learning	35	\$20.00	General Supplies	Original	\$700.00
	Case of Copy Paper to support student learning and delivery of instruction	27	\$45.00	General Supplies	Original	\$1,215.00
	USI WrapSure Standard Thermal Laminating film to support delivery of instruction	2	\$89.00	Instructional Materials	Original	\$178.00
	Classroom libraries to support student learning	7	\$500.00	Classroom Libraries	Original	\$3,500.00

Acct Description	Description						
	Item	Quantity	Rate	Supply Type	Type	Total	
	Expo Markers	5	\$7.50	General Supplies	Original	\$37.50	
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$232.25	General Supplies	Original	\$232.25	
Resource Teacher	ELA Resource Teacher will provide support for students in grades 9-12 (identified by FY24 PM 3 and FY25 PM 1 data) through a push in/pull out small groups model.						
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.			600	\$5.50	Original	\$3,300.00
Resource Teacher	Math Resource Teacher will provide support for struggling students in grades 9-12 (identified by FY24 PM 3 and FY25 PM 1 data) through a pull out small groups model.						
Computer systems; non-cap	Item		Quantity	Rate	Type	Total	
	Lenovo Laptops used for student Interactive websites and online programs for all grades and content areas.		25	\$800.00	Original	\$20,000.00	
	Amendment 48 / BT #1 Reducing line -- review notes for information		-1	\$6,996.00	Amendment	-\$6,996.00	

Action Step: Parent Engagement

Parents will receive ongoing communication, community resources, and training to support academic learning at home.

Budget Total: \$3,947.94

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Toner Cartridges for Title I printer (Magenta) for Title I printer Cayan to print flyers and reports for parents	2	\$126.89	Technology	Original	\$253.7
	Toner Cartridges for Title I printer (Cayan)for Title I printer Cayan to print flyers and reports for parents	2	\$126.89	Technology	Original	\$253.7
	Copy Paper to support parent trainings and school-home communication	10	\$45.00	General Supplies	Original	\$450.0
	Toner Cartridges for Title I printer (Black)for Title I printer Cayan to print flyers and reports for parents	2	\$198.00	Technology	Original	\$396.0
	Chart Paper to support parent trainings/meetings	2	\$149.00	General Supplies	Original	\$298.0
	Post-its 3×3 pack of 24 to support parent trainings/meetings	5	\$20.00	General Supplies	Original	\$100.0
	Toner Cartridges for Title I printer (Yellow) for Title I printer Cayan to print flyers and reports for parents	2	\$126.89	Technology	Original	\$253.7
	Ball Point Pens Blue Bic Cristal box of 24 to support parent trainings/meetings	5	\$6.25	General Supplies	Original	\$31.25
	Highlighters Bic 24 count to support parent trainings/meetings	5	\$10.07	General Supplies	Original	\$50.35
	Refreshments for parent training (per PFEP)	3	\$100.00	Program Supplies	Original	\$300.0

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified staff to support parent trainings (Per PFEP)	8	\$25.00	1	2	2	Certified	Original	\$800.00	
Computer HW; non-cap	Item					Quantity	Rate	Type	Total	
	HP Color Laser Jet Pro [MFP 4301fdw] for Parent Engagement meeting notices, student data reports for parent conferences, invitations and other parent/family correspondence.					1	\$700.00	Original	\$700.00	

Action Step: Professional Development

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

Budget Total: \$0.00

Acct Description	Description
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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 High 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 Tokin	Assistant Principal
Lisa Klein	Lead Teacher
Rena Roseff-Tornopsky	Title I Liaison
David Banks	Classroom Teacher
Callie Shafer	Parent Liaison
Amy Schoenwetter	Parent
Jodie Fjeldeq	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 March 13, 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 March 1st, at 3:00 PM and the stakeholder meeting held on March 13th, at 5:00 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 March 13th Stakeholder meeting. A brainstorming session was held during the meeting to collect feedback from the stakeholders. Based on the feedback, we will have virtual trainings for parents that cannot make an in person meeting due to various circumstances. 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: printer toner, copy paper, pens, paper and food for our meetings. We will invite parents and families for trainings to learn how to work collaboratively with the teachers, administrators, and school staff. We will also host staff trainings to teach how to better engage with families, using these programs as well.

Name	Title
George Groezinger	Principal
Mlichael Amendola	Assistant Principal
Rena Roseff-Tornopsky	Title I Liaison
David Banks	Classroom Teacher
Amy Scheonwetter	Parent
Jodie Fjelde	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 HS 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 all 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

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

3. Staff Training for Parent and Family Engagement #2

- Name of Training

School, family and community collaboration

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

Collaborative Techniques to engage parents and families in their student's education. Teachers will review expectations for communication with families. They can communicate through Google Classroom and/or Plus Portals. Teachers should be sending home diagnostic data on a regular basis and any time a student falls to a D or F, communication has to be made home.

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

Increasing family participation and collaboration between them and the school. Families should know how their student is progressing and moving towards proficiency in all classes. They need to understand how to read the diagnostic reports and where to access them in addition to the teachers sending them home as well.

- What will teachers submit as evidence of implementation?

Emails with parents and families and copies of the diagnostic reports.

- 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 as well as be able to see if they have missing assignment. In addition, they will gain the 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

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?

Parents will be able to monitor their student's grades and attendance as well as be able to see if they have missing assignment. In addition, they will gain the knowledge about all the online programming their student uses throughout their courses and be able to monitor that usage as well. We would like to see this help the students in passing the Algebra EOC.

- Date of Training

December 6, 2024

- Responsible Person(s)

Morgan Valinoti & 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

Career and College Readiness Night

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

Families will be presented with the requirements for students to earn their high school diploma. They will learn about the AICE program and dual enrollment possibilities.

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

We will give parents a blank form to fill out what classes their student has already taken and they can help map out the remaining high school courses needed, depending on what avenue their student wants to pursue, post high school.

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

Parents will walk away with the knowledge needed to help their student reach graduation and then the next step to either a career or college.

- Date of Training

February 14, 2025

- Responsible Person(s)

School Counselor (TBD)

- Resources and Materials

High School course selection sheets and a blank form to use to map out the high school courses and path for their student,

- 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 are to provide training to our teachers to keep our students safe. In addition, we have our testing coordinator attend professional development and then come back to school to train the teachers. The teachers then communicate with the families regarding state testing and how families can find their student's score reports.

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

Somerset Academy Canyons High 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. The teachers will learn how the proper procedures for Active Assailant training and how to keep their student's safe while at school.

- 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

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

- 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 High 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 sometime through direct mail. The Reading Resource teacher will send notification 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 most convenient days of the week and times to attend a meeting on campus. Somerset Academy Canyons High 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.

- 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 school Compact and PFEP summaries will be provided in the 3 languages on campus.

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

Translated invitations, flyers & meeting agendas, compacts, 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 counselor's 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 to be in compliance with understanding your mental health. Somerset Academy school counselors go into classes and works with the students to create classroom communities and address certain issues that are going on in our school, community, and neighborhoods. In addition, the 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 have several after school enrichment clubs after school. 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 participate 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 and persistence, and coping skills as part of their curriculum. We celebrate our students each month who exhibit the Character Trait of that month. 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 social emotional 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 High 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 student's 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 High School is considered a college prep school. We are preparing our high school students with the mindset of college in their future. We review every student's schedule to ensure that they are placed in the right courses for them to continue to be successful. In high school we have AICE courses and AP courses to challenge our students. We also offer several academies that can begin to prepare students for a career in a field that they are interested in. We offer Business, Technology, and Medical. 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 High School, regardless of years of teaching experience.

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.