
Title I Comprehensive Schoolwide Plan
SOMERSET ACADEMY WELLINGTON (4031)

ELA

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

1. List prioritized needs statements.

Based on FAST PM 2, 73% of students are below proficiency in ELA in grades 3rd- 8th. Students are receiving Tier II and Tier III ELA Intervention support during their special area classes period. Based on iReady AP2, 41% of students in grade K-2 demonstrate deficiency in phonological awareness by 1 to 2 grade levels. Based on iReady AP2, 51% of the students in grades K-2 demonstrate deficiency i in phonics by 1 to 2 grade levels.

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

Students in grades K-3 lack exposure to identifying the sounds of letters in the alphabet. Students in grades K-3 have not received instruction on connecting oral sounds of letters to their written form. Students in grades K-8 lack decoding skills for reading unknown words. Students in grades 3-8 have not been instructed in high-frequency words to enhance fluency. Students in grades 3-8 lack exposure to deciphering the meaning of new vocabulary within the context of a text. Students in grades 3-8 have not been taught how to reference evidence from a text to support their answers. Students in K-8 have not been instructed on maximizing the use of a reading interactive notebook. Teachers lack a solid grasp of the new B.E.S.T. standards, creating a barrier to assessing student mastery. Teachers lack the knowledge of dissecting data and how to create efficient small groups to address their students' needs. Students with inconsistent attendance, due to illness or vacations, miss key foundational skills crucial for reading development. Parents lack the skills and strategies to assist their children at home with Reading.

3. Share possible solutions that address the root causes.

Provide Professional Development to effectively teach and address the rigor of the BEST Standards to teachers and paraprofessionals. Provide assistive technology/ online resources to support students learning and access to technology to our students, parents and teachers. A reading resource teacher works with students in small groups to address their individual reading needs. Provide explicit training regarding how to effectively conduct small group instruction within the classroom. Ensure the reading coach plays a key role in analyzing school reading data and developing a focused calendar for the school. The reading coach will demonstrate lessons for teachers requiring support in implementing the new B.E.S.T. standards. Collaborate with teachers to develop interactive, differentiated center rotations, aiding students across various learning levels. The reading coach will observe teachers during the reading block and offer constructive feedback on effectively supporting students in English Language Arts (ELA). Sustain after-school tutoring and intervention pull-out sessions to support students who are one or more grade levels behind. The school will acquire supplemental resources focusing on informational and literal reading content, emphasizing phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills at individual levels. Implement the "Vocabulary Word Parade," where students define a designated word and create a visual costume representation. Establish a Reading Buddy Program, pairing upper-grade students with lower-grade counterparts for a monthly day of shared reading. Provide parents with training so they can better assist with homework.

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

- Communication

The school will persist in using School Messenger to convey updates and crucial dates. Additionally, a monthly calendar highlighting important dates and events is available on the school webpage. Monthly reminders are sent to parents, urging them to verify and update their contact information. Nevertheless, there is a need for increased parental participation in the monthly meetings and training sessions aimed at enhancing their child's education. To achieve this, the school intends to distribute physical and online flyers, seeking input from parents on their preferred time and method for attending these sessions.

- Parent Training

a.) Parents will receive training on the B.E.S.T Standards for English Language Arts (ELA). b.) Parents will undergo training on effectively aiding their children with homework using iReady. c.) Parents will be provided training on navigating the school webpage to locate their child's teacher pages for communication. d.) Parents will be guided on using the Gradebook platform to access weekly updates regarding their student's progress.

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

- **School**

The school will persist in offering teachers and stakeholders adequate training, professional development, and support from the reading coach to ensure their readiness in teaching the B.E.S.T. standards.

- **Students**

Students will consistently progress and flourish within the school, benefiting from the academic implementation plan for English Language Arts (ELA). They will develop the skills to read fluently and respond to challenging questions, substantiating their answers with evidence.

- **Parents**

Parents will be supported in fostering their child's success in English Language Arts (ELA). They will participate in learning forums focused on B.E.S.T. ELA standards and learn ways to enhance their child's success at home through exposure to diverse reading mediums. Parents will regularly check the Jupiter Ed gradebook and communicate with teachers about any concerns. Quarterly meetings with teachers will provide parents with a clear understanding of their child's performance in ELA. Reminders via School Messenger and flyers will keep parents informed about monthly PTA/SAC meetings, fostering collaboration with teachers and administration to further enhance students' learning at the school.

- **Staff Training**

a.) Educators will undergo training on the B.E.S.T Standards for English Language Arts (ELA). b.) Teachers will receive training on integrating item specifications for ELA into their lesson plans. c.) The Reading Coach will provide training to teachers on effectively utilizing their specific data for the optimal benefit of their students, incorporating differentiated instruction as required. d.) Reading Coaches will train teachers on maximizing their ELA block through the implementation of a focused calendar.

- **Accessibility**

a.) Establish a Family Support Center, offering parents the opportunity to access and review teacher webpages and communication as well as community resource information. b.) Maintain the weekly newsletter to ensure a transparent understanding of the class curriculum. c.) Offer students a computer lab for completing homework assignments, catering to those who lack access to a computer at home. d.) Offer flexible meeting days and times for parents including virtual options. e.) Have staff members serve as translators who speak parents native language when needed. f.) Ensure all school documents and information are translated for parents. g.) Collaborate with McKinney Vento to assist families facing homelessness by providing resources such as transportation, uniforms, school supplies, etc. h) Collaborate with the Migrant Department and the Multicultural Department to support Migrant students in academics, including tutoring and participation in summer camps.

Math

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

1. List prioritized needs statements.

Based on FAST PM 2, 86% of students are below proficiency in Math in grades 3rd- 8th. Students are receiving Tier II and Tier III ELA Intervention support during their special area classes period. Based on iReady AP2, 72% of students in grade K-2 demonstrate deficiency in numbers operation by 1 to 2 grade levels. Based on iReady AP2, 63% of students in grade 3-5 demonstrate deficiency in numbers operation by 1 to 2 grade levels. Based on IXL, 55% of students in grade 6-8 demonstrate deficiency in Math by 1 to 2 grade levels.

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

- Students in grades K-8 lack instruction on the appropriate utilization of interactive math notebooks.
- Utilizing an interactive notebook is essential for students in grades K-8 to solve problems, whether they involve one or multiple steps.
- Students in grades K-8 are not employing manipulatives to kinesthetically grasp solutions to simple math problems.
- A more effective understanding of using reference sheets in the classroom daily is needed for students in grades 4-8.
- Teachers should enhance the connection between lessons and real-world concepts, catering to students with varying exceptionalities.
- Qualitative practice is essential for students, both at home and in school, to master fundamental math skills.
- Cross-curricular math training for teachers is lacking from grades K-8.
- High truancy levels in grades K-8 hinder students from mastering foundational math skills and understanding lessons they miss.
- Teachers are working with new curriculum without a solid understanding of how B.E.S.T. standards are applied for student mastery.
- Limited training has been provided for parents in grades K-8 on effectively using the new state-adopted math curriculum, Savvas Learning. Parents lack the skills and strategies to help their children at home regarding Math.

3. Share possible solutions that address the root causes.

- Implement ongoing interventions for students from the start of the school year in grades K-8. Provide training on how to conduct small group instruction based on their students needs to teachers and paraprofessionals. A math resource teacher to assist with working with students in small group instruction.
- Students scoring at levels 1 or 2 will be enrolled in TIER II supplemental services based on data.
- Engage the math coach in assisting with the creation of a focused calendar, differentiated instruction, rotations, and modeling for teachers on diverse learning strategies, spanning grades K-8.
- Foster communication between teachers and parents on the effective use of manipulatives and school-provided resources such as Reflex Math (for grades 2-8) to enhance math fact fluency. Provide assistive technology/ online resources to support students learning and access to technology to our students, parents and teachers.
- Allocate sufficient time for students to complete I-Ready lessons at grade level, ensuring mastery of class-taught skills and addressing individual learning paths to bridge gaps.
- Provide training for parents and students on checking and implementing interactive notebook checks.
- Educate students on study skills, emphasizing the use of reference sheets alongside notebooks.
- Instruct students on the proper method for solving multi-step problems in grades K-8.
- Convey to parents the significance of attendance for their children's academic progress. Provide parents with training so they can better assist with homework.

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

• Communication

The school will persist in using School Messenger to convey updates and crucial dates. Additionally, a monthly calendar highlighting important dates and events is available on the school webpage. Monthly reminders are sent to parents, urging them to verify and update their contact information. Nevertheless, there is a need for increased parental participation in the monthly meetings and training sessions aimed at enhancing their child's education. To achieve this, the school intends to distribute physical and online flyers, seeking input from parents on their preferred time and method for attending these sessions.

• Parent Training

a) Parents will undergo training on B.E.S.T. Standards. b) Parents will receive training on supporting homework using Savvas. c) Parents will be equipped with resources, including Khan Academy and Savvas Support Center, to aid their child with homework.

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

- **School**

The school will persist in offering teachers and stakeholders adequate training, professional development, and support from the math coach to ensure their readiness in teaching the B.E.S.T. standards.

- **Students**

Students will be consistently motivated to strive for excellence in all academic domains. They will receive thorough training on the utilization of interactive notebooks, lab protocols, study techniques, and employing prior knowledge to address more advanced concepts for comprehensive understanding.

- **Parents**

Parents will engage actively in the learning process by attending school-held meetings. They will make use of the school-provided training opportunities to augment student learning at home. Regularly checking the Jupiter Ed gradebook, parents are encouraged to email teachers for clarification on assignments and grading practices. Fliers and reminders via school messenger will be supplied to parents, urging their in-person attendance at SAC & Title I meetings.

- **Staff Training**

a) Teachers will receive professional development on B.E.S.T. standards. b) Teachers will be supplied with resources/manipulatives for small group activities. c) The math coach will instruct teachers on the proper management of centers. d) Teachers will be trained on the effective analysis of data to inform instructional decisions.

- **Accessibility**

a.) Establish a Family Support Center, offering parents the opportunity to access and review teacher webpages and communication as well as community resource information. b.) Maintain the weekly newsletter to ensure a transparent understanding of the class curriculum. c.) Offer students a computer lab for completing homework assignments, catering to those who lack access to a computer at home. d.) Offer flexible meeting days and times for parents including virtual options. e.) Have staff members serve as translators who speak parents native language when needed. f.) Ensure all school documents and information are translated for parents. g.) Collaborate with McKinney Vento to assist families facing homelessness by providing resources such as transportation, uniforms, school supplies, etc. h) Collaborate with the Migrant Department and the Multicultural Department to support Migrant students in academics, including tutoring and participation in summer camps.

Science

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

1. List prioritized needs statements.

- 22% of the 5th grade students tested on the NGSSS tested proficient in the State Assessment in the Spring of 2022 scored proficient. • 68% of 5th grade students in the Spring of 2022 were not proficient in general knowledge skills using NGSSS • 80% of teachers feel the Science standards do not align to the reading/math standards as they could work collaboratively to support science knowledge throughout all content areas.

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

- Students in grades K-8 lacked the hands-on opportunities to conduct science experiments and comprehend the scientific process. • NGSSS does not correlate with Common Core or B.E.S.T. standards, posing challenges for teachers in cross-curricular instruction. • Science vocabulary should be demonstrated through interactive notebooks and real-world learning encounters, as students grasp the scientific process better through practical experiences rather than reading from a book. • The foundational science curriculum is not in harmony with Common Core or the new B.E.S.T. standards, necessitating teachers to navigate two distinct curriculums with varying expectations for students. - Teacher lack the knowledge regarding NGSSS test and how to effectively prepare the students for testing. Parents lack the skills and strategies to help their children at home regarding Science.

3. Share possible solutions that address the root causes.

- Implement compulsory Friday lab sessions, allowing students to gain hands-on experience through both virtual and, more importantly, physical labs. • From the outset, expose students to robust vocabulary using interactive notebooks. Emphasize that science encompasses real-world events and solutions. • Supply students with well-prepared lab experiences to illustrate how prior knowledge can be applied to grasp higher-order concepts in math and science. • Equip teachers with supplementary resources beyond the daily curriculum through Savvas, enhancing their capacity to convey diverse frames of curricular knowledge. • Offer students, teachers, and parents opportunities for Science/STEM development through STEM night activities, enabling them to conduct labs with their children and thereby enriching the science learning experience. Provide assistive technology/ online resources to support students learning and access to technology to our students, parents and teachers.

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

- **Communication**

Having up-to-date information about all parents is crucial. The front office utilizes school messenger to send messages to parents, and they are requested to update their information monthly to facilitate constant communication. However, there is a need for the school to improve its efforts in determining suitable hours for parents to attend meetings. It is vital to have parents participate and receive training on different subject areas impacting their child's school experience. Recognizing the significance of college readiness for Somerset families from kindergarten, ensuring that parents comprehend how to communicate with the school and attend school training sessions is essential for a successful partnership.

- **Parent Training**

a) Provide training for parents on B.E.S.T. Standards. b) Conduct training sessions for parents on assisting with homework using Savvas. c) Equip parents with resources, including Khan Academy and the Savvas support center, to aid their child with homework.

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

- **School**

The school will persist in furnishing teachers and stakeholders with appropriate training, professional development, and support to ensure their readiness in teaching the NGSS standards.

- **Students**

Students will persist in being motivated to give their utmost effort across all academic areas. They will receive thorough training on the effective use of an interactive notebook, lab procedures, study skills, and employing prior knowledge to approach higher-order concepts for a deeper understanding.

- **Parents**

Parents are encouraged to actively engage in the learning process by participating in school meetings. They should take advantage of the school-provided training sessions to enrich their child's learning experience at home. Regularly monitoring the Jupiter Ed gradebook, parents are urged to reach out to teachers if any questions arise regarding assignments or grading practices. Fliers and reminders via school messenger will be shared with parents, encouraging their attendance at SAC & Title I meetings in person.

- **Staff Training**

a) Teachers will undergo professional development on NGSS standards. b) Teachers will receive resources/manipulatives for small group work. c) The math coach will instruct teachers on the proper management of centers. d) Teachers will be trained on the accurate analysis of data to guide instruction. e) The math coach will provide teachers with support and resources to align their teaching to state standards using FDOE item specifications.

- **Accessibility**

a.) Establish a Family Support Center, offering parents the opportunity to access and review teacher webpages and communication as well as community resource information. b.) Maintain the weekly newsletter to ensure a transparent understanding of the class curriculum. c.) Offer students a computer lab for completing homework assignments, catering to those who lack access to a computer at home. d.) Offer flexible meeting days and times for parents including virtual options. e.) Have staff members serve as translators who speak parents native language when needed. f.) Ensure all school documents and information are translated for parents. g.) Collaborate with McKinney Vento to assist families facing homelessness by providing resources such as transportation, uniforms, school supplies, etc. h) Collaborate with the Migrant Department and the Multicultural Department to support Migrant students in academics, including tutoring and participation in summer camps.

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.

Action Step: Classroom Instruction

Somerset Academy Wellington will provide rigorous, detailed, explicit, and differentiated instructional support to ensure our students are successful obtaining educational benchmarks in all core areas. We will ensure differentiated instruction and small group instruction is targeted and implemented with fidelity using multi-modalities to reach all students with varying exceptionalities and learning styles. Somerset Academy Wellington will ensure our students are identified using 3 data points (I-Ready, F.A.S.T/STAR, ORAL READING RECORDS) to ensure our students are provided with proper TIER II, TIER III, ENRICHMENT, and AFTER-SCHOOL TUTORING to support their growth in the classroom setting but with proper support to enhance testing strategies to support during state assessments.

Budget Total: \$31,058.25

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Afterschool, Grades 3-8, Remediation and Enrichment in Reading, Math, Science. Tutoring to begin in Nov./Dec.	7	\$37.00	3	1.5	16	Certified	Amendment	\$18,648.00
Computer HW; non-cap	Item	Quantity	Rate	Type		Total			
	Headphones	100	\$6.00	Amendment		\$600.00			

Acct Description	Description					
Supplies						
	Item	Quantity	Rate	Supply Type	Type	Total
	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	\$407.25	General Supplies	Original	\$407.25
	Amendment 123 / BT #2 - Added - Scientific Calculators - Classroom Sets of 25 to be kept in Classroom.	200	\$11.00	Program Supplies	Amendment	\$2,200.00
	Amendment 123 / BT #2 - Added - Electric Sharpener	1	\$34.00	Program Supplies	Amendment	\$34.00
	Amendment 123 / BT #2 - Added - 4 Function Standard Calculators - Classroom Sets of 25 to be kept in Classroom.	200	\$8.00	Program Supplies	Amendment	\$1,600.00
	Amendment 123 / BT #2 - Increase General Supplies: Copy Paper, Pencils, Pens, Markers, Color Paper, Card Stock, Chart Paper, Paper Tabletop Easels, Post Its, etc.	1	\$6,142.00	General Supplies	Amendment	\$6,142.00

Action Step: Professional Development

Somerset Academy Wellington will ensure all educators are provided with a plethora of professional development on how to not only support students in the classroom environment but will also assist parents in the home environment. Somerset Academy Wellington will offer professional development opportunities to parents through community speakers such as a guidance counselor on how to collaborate with their child on social issues which parents have difficulty discussing such as body changes, social media expectations vs. reality as well as supporting their child throughout their educational process. Somerset Academy Wellington will offer staff and parents with professional development on how they can help their struggling child gain confidence using various

resources through the school but also through community partnerships such as the Boys and Girls Club and the Wellington Library system which both provide free tutoring services to students throughout Palm Beach.

Budget Total: **\$151,910.00**

Acct Description	Description
Coach	This 1.0 Reading Coach, K-8, will provide support to teachers via observations and feedback, modeling of lessons, professional development, and collecting and disaggregating data to assist teachers in creating small groups.
Coach	This Math Coach, K-8, will provide support to teachers via observations and feedback, modeling of lessons, professional development, and collecting and disaggregating data to assist teachers in creating small groups.
Coach	Dissolving -- 1.0 Science Coach - will provide support to teachers via observations and feedback, modeling of lessons, professional development, and collecting and disaggregating data to assist teachers in creating small groups.

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: **\$3,959.50**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Supplies for parent trainings (paper, pens, folders, chart paper, card stock, paper clips, etc)	1	\$3,959.50	General Supplies	Original	\$3,959.50

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

The mission of Somerset Academy Wellington is to deliver equitable, high-quality education that engages and empowers students through the integration of the arts. The academy fosters positive parent and family involvement, enabling families to connect with staff and collaborate towards their student's success.

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
Elizabeth Sauri	Principal
Jacqueline Garcia	Assistant Principal/ Title 1 Liaison/ Testing Coordinator
Karla Santiago	Student Based Team Leader
Brittany Keilty	Parent Liaison
Ariana Caraza	ESE Coordinator
Michelle Borrero	Reading Coach TITLE I
Monica Bejarano	Math/Science Coach TITLE I
Dakiara Hobbs	Classroom Teacher
Carlos Restrepo	Classroom Teacher
Clara Daigle	Non-Instructional
Carolina Hernandez	Classroom Teacher
Carmen Herrera	Classroom Teacher
Ansa Ahmed	Classroom Teacher
Joseph Ehnen	Classroom Teacher
Elizabeth Ohrner	Classroom Teacher
Amanda McDonald	Non- Instructional
Christina Ruiz	Classroom Teacher

Name	Title
Raquel Revuelta	Classroom Teacher
Cassandra Revuelta	Classroom Teacher
Ryan Wilson	Classroom Teacher
Emilio Garcia	Parent
Jessica Burchell	Parent
Michell Diaz	Parent
Natalia Perlaza	Parent
Maria Rodriguez	Parent
Tania Pulley	Parent
Amy Summerlin	Classroom Teacher

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

The members hold key leadership roles responsible for disseminating information to all stakeholders. Each team member will collaborate with stakeholders to ensure transparency, set and meet educational goals, and ensure everyone has a voice in the CNA/SWP/PFEP. Information is communicated via email, school messenger, and fliers in the four major languages. When selecting parent members and stakeholders from the community, candidates will introduce themselves, explain how they would serve the school, and contribute to the SWP for enhancing student achievement. A valid vote will be conducted, with the votes counted during the meeting and certified by the school principal and a PTA representative. A valid vote will be conducted, with the votes counted during the meeting and certified by the school principal and a PTA representative. At Somerset Academy Wellington, we strive to reach out to and include members that are reflective of the diverse community we serve at the school.

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

Held CNA Leadership Mtg. on 2/6/24 Held Staff Mtg. on 2/15/24 Held Stakeholders Mtg. on 2/22/24 All stakeholders were notified of the important meeting date and agenda via email, school messenger, and fliers. The agenda will be made available to all stakeholders at least five business days in advance, excluding weekends, to ensure ample preparation time. By providing the agenda in advance, stakeholders are encouraged to come prepared to discuss the SWP and contribute to the school's growth and development. Stakeholders will have the opportunity to speak for three minutes on the SWP and their vision for how the committee should drive instruction and utilize Title I resources. The Annual Parent Meeting will take place on September 19, 2024, at 3:30 p.m. This meeting will cover what Title I is, how it is used to increase parent engagement, and how Title I funds will be spent to boost student performance.

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

Stakeholders were invited to our Title I informational meeting to learn that Somerset Academy Wellington has been granted Title I status for the 2024-2025 school year. Despite being advertised via email, school messenger, and fliers, we had limited parent representation at the meeting. However, those who attended were eager to provide input, emphasizing the need for additional support in Reading, Math, and Science, as well as more interventionists for both elementary and high school students. Family support and engagement are crucial in helping students understand that they can grow and learn. Ensuring the school hires qualified individuals to provide necessary support will help meet students' needs effectively.

Name	Title
Elizabeth Sauri	Principal
Jacqueline Garcia	Assistant Principal/ Title 1 Liaison/ Testing Coordinator
Karla Santiago	Student Based Team Leader
Brittany Keilty	Parent Liaison
Monica Bejarano	Math/Science Coach TITLE I
Michell Borrero	Reading Coach TITLE 1
Ariana Caraza	ESE/ESOL Coordinator

Annual Parent Meeting

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

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

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

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

The Annual Meeting will be held Thursday, September 19, 2024 at 3:30 PM in Building C Room 128 which is located at 1000 Wellington Trace, Wellington, FL 33414. Meeting will also be held via zoom for those parents who are unable to attend in person.

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

Parents and all stakeholders will be notified via school messenger, email, fliers, and it will be posted on the school website. Parents will be able to translate into their home language via the school website to regarding our post. Through school messenger, all messages are translated in Spanish. The reminders will go out starting August 12 weekly via school messenger and email. Fliers will be provided on September 2, September 9, and September 16 via the car line and through the students in their bookbags.

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

Physical and electronic invitations. Sign-in sheet for attendance and record purpose. A power point presentation with the school information will be presented via the smart board. The agenda for the meeting for participants. Evaluation form for the conclusion of the meeting. Copies of presentation will be provided. Paper for notes. Voting Ballots Pencils Refreshments (juice, donuts)

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

Dissecting and Disseminating Data

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

Through this training, staff members will learn how to dissect through their student's data (STAR, FAST, iReady, Reading Plus, IXL) and how to properly disseminating the data to their students and parents in a way in which they can understand their individual strengths and areas of need that require further intervention.

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

The expected impact of this training on family engagement is that the staff members would be able to establish a relationship with parents regarding their student's academic progress. Through the training, staff members would be able to confidently explain their student's performance and disseminate the data to families in a friendly manner and establish a positive rapport to set for a successful academic school year.

- What will teachers submit as evidence of implementation?

Teachers will need to submit parent/teacher logs where evidence shows their discussion of the student's data and explanation to parents how they are performing and ways they can best assist their student at home.

- Month of Training

August 2024

- Responsible Person(s)

Jacqueline Garcia, Monica Bejarano, Michelle Borrero, Elizabeth Ohrner

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Understanding State Standards

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

The specific skill staff will learn to implement with families is understanding the Florida State Standards in their respective subject areas they teach. In this training, staff members will log in to the Florida Department of Education website (fldoe.org) and see where the Florida Standards for Reading, Math, and Science are located. The staff members will learn how to implement question stems into their daily lesson plans based on the state standards. The importance of teaching teachers how to access standards and how to tie the standards to the state-adopted curriculum is critical for the success of the teacher and the students. Many teachers know how to teach and manage a class, but having them actually learn the Florida Standards and how they apply to the curriculum they are using is critical. To extend this learning to parents and help them assist their child at home, teachers will share the Florida Standards with parents during parent-teacher conferences and through regular communication channels such as newsletters and online portals. Teachers will provide parents with resources and guidance on how to support their child's learning at home.

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

The expected impact of this training for our teachers to understand how the state standards align with the state adopted curriculum they are using on a daily basis.

- What will teachers submit as evidence of implementation?

Teacher will submit in their weekly lesson plans as well as their weekly newsletters the skills that will be taught which are directly pulled from the Florida State Standards through the state adopted curriculum. Each weekly newsletter and website will include the skill/standard of the week so parents are able to directly correlate what their child is learning with the professional development they were provided on the state standards.

- Month of Training

October 2024

- Responsible Person(s)

Jacqueline Garcia, Monica Bejarano, Michelle Borrero, Elizabeth Ohrner

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Learning to Access and Maneuver Online Platforms

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

The specific skill parents will learn to implement with the children at home is learning about the online platforms that are utilized at school and how to access important information to further enhance their understanding of what is being taught in school. Online platforms that will be reviewed are: Colegia, Jupiter ED, iReady, IXL, and Reading Plus.

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

The training will be in the computer lab D-122 to allow for hands-on learning on how to access the online platforms that are utilized throughout the school year.

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

The expected impact of this training on student achievement is having parents understand the day to day of their child in school and reinforce those skills utilizing the online platforms.

- Date of Training

September 2024

- Responsible Person(s)

Jacqueline Garcia

- Resources and Materials

-Copy of Agenda -Online access to platforms -Presentation Copies -Sign-in Sheet -Computers -Pen/Pencil

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Understanding Florida BEST Standards

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

The specific skill parents will learn to implement with their children at home is understanding the Florida State Standards . In this training staff members will login to Florida Department of Education website(flfast.org) and see what the Florida Standards for Reading, Math, and Science are located. The parents will learn how to not only see the standards but we will present them with examples on the types of questions their children will be seeing in their homework assignments which are aligned to the standards. All parents will be provided a handout of online resources that their child uses at school and learn how to navigate the programs to best assist their child at home in understanding the BEST standards for the respective subject area. All teachers will use this program to guide their weekly newsletters and webpage so parents understand that homework is not just busy work for the evening but a full circle of what their child is studying throughout the week which tie back to the Florida Standards via the Florida Department of Education Standards webpage as their study guide.

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

The training will be in the computer lab D-122 with classroom curriculum available for parents to see the direct correlation.

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

The expected impact of this training for our families is to have them understand the Florida State Standards but to also comprehend that through the homework their child will receive on a daily basis there is a direct alignment to the Florida State Standards. The goal is for our parents to understand the important correlation between their involvement, knowledge of what is actually being taught and how the homework policies are directly related to what their children need to learn at their specific grade levels.

- **Date of Training**

November 2024

- **Responsible Person(s)**

Jacqueline Garcia, Michelle Borrero, Monica Bejarano, Elizabeth Ohrner

- **Resources and Materials**

-Copy of Agenda -Online access to platforms -Presentation Copies -Sign-in Sheet -Computers -Pen/Pencil

- Amount (e.g. \$10.00)

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Data 101

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

Through this training, parents will learn how to read and understand their student's data (STAR, FAST, iReady, Reading Plus, IXL) and how to further assist them utilizing the online platforms their child has access to at home.

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

The training will be in the computer lab D-122 to allow for hands-on learning on how to access the online platforms to further assist their children at home based on their individual data results.

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

The expected impact of this training on student achievement is assuring our parents and families have a full grasp of understanding their children's data results that are sent home and discussed during data chats and parent meetings. We want our parents to fully grasp how their children are performing and how they can best assist utilizing the tools that the school provides for their children daily.

- Date of Training

January 2024

- Responsible Person(s)

Jacqueline Garcia, Michelle Borrero, Monica Bejarano, Elizabeth Ohrner

- Resources and Materials

-Copy of Agenda -Online access to platforms -Presentation Copies -Sign-in Sheet -Computers -Pen/Pencil

- Amount (e.g. \$10.00)

TBD

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

ESOL/ELL

- Describe how agency/organization supports families.

The organization helps families by ensuring students and parents have important information made available to them in their native home language. The program also assist the families in receiving services such as heritage language dictionary, extended time to complete assignments, and extra assistance through ESOL/ELL Programs which provide additional home language assistance to ensure student mastery of language and support through ESOL strategies. Via the ESOL program there are a variety of ways for students to be tested throughout the year to determine language acquisition. It is also important for the parents to meet with the teachers and the school members of the ELL committee so they are aware of the the progress or lack their of for the child. Students can also receive extra assistance through the TIER Process.

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

Evidence provided will be: letters, emails and partnership agreement/meeting notes

- Frequency

Three times a year.

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

- Name of Agency

Homeless

- Describe how agency/organization supports families.

McKinney-Vento helps families by ensuring students and parents are provided comprehensive assistance and resources to address their specific needs. The program provides families with school uniforms and supplies for their students for the school year. Families will collaborate with community partners to provide access to basic necessities such as food, clothing, and hygiene products to ensure all needs are being met.

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

Evidence: SBT meeting notes, emails to McKinney-Vento, Student Housing Questionnaire, and McKinney-Vento Services flier

- Frequency

Quarterly meetings (4 times a year) and emails as needed

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

- Name of Agency

IDEA

- Describe how agency/organization supports families.

The organization supports families by advocating for the rights and educational needs of children with disabilities. They work closely with parents and guardians to ensure that children receive appropriate educational services and supports. The organization provides guidance and support to families in understanding their rights under the law, including the right to a free and appropriate public education (FAPE) in the least restrictive environment. They assist families in navigating the special education process, including evaluating and identifying a child's needs, developing an Individualized Education Program (IEP), and monitoring the implementation of services.

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

Evidences: Meeting notes, parent notifications of meetings, student logs Our school is 80/20 which provides support in Speech and Language Therapy, Occupational Therapy, DHH, behavioral therapy, and facilitation support in the classroom. We conduct yearly meetings with parents of students who have IEP/504 to determine how their students are performing academically and behaviorally based on the students educational goals. Meetings are communicated to our families via emails. Letters and forms are sent home for parents to sign regarding their attendance for the upcoming meeting. Meetings can also be held for students who are going through the RTI process as well. The IDEA committee for IEP/504 which is composed of the Classroom Teachers, ESE Teachers, ESE Coordinator, LEA, School Guidance Counselor (if needed), parent/guardian, the administration, and any person in which the parent/guardian chooses to invite to the meeting to determine if the IEP/504 plan is working for the benefit of the student. It is imperative that there is a check and balance system in place for ESE students as you want to ensure their success by providing their individual support via strategies and assistance to parents so they know how to help their child be successful in the programs the school uses to help their child succeed. It is important that there is partnership agreement between the ESE team and families regarding the plan to successfully help their child.

- Frequency

Mandatory meeting must be held once a year. However, a parent may request an additional meeting throughout the school year.

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

Stakeholders will be invited to come to to our TITLE I informational meeting session and will be advertised via email, school messenger, and fliers in Spanish and English. Fliers will also be posted in our social media and school website. Parents will also be informed about the programs like tutoring, mentoring and parent/family training provided during the SY. The teachers will also provide the information via email to our parents via email when the teachers send our the weekly newsletter.

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

_School Flyer Invitation in multiple languages -Email Invitation in multiple languages -Social Media/School Webpage posting in multiple languages.

- Description

Parents will be communicated via email and school messenger in English and Spanish to inform our parents/families about the curriculum and the proficiency levels that our students need to meet during the SY. For our 3rd grader parents, we will provide a FAST Informational presentation. During the beginning of the SY we will have an Curriculum Night for the parents to go to their teacher's classroom and the teachers will provide the parents the curriculum they are using and what are the students expectations to meet. The teachers will have data chats with their students after their first I-Ready diagnostic and after the teachers will meet with each parents to discuss the goals of their child.

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

-Email communication in English and Spanish -Copy of presentations for Curriculum Night -Copy of presentation for 3rd grade FAST presentation - Copy of data chats with students

- Description

Parents will be communicated via email and school messenger in English and Spanish to inform our parents/families about academic assessments dates. It will also be posted on social media and our school website. We will provide parents informational emails about strategies to ensure our students are prepared for testing and are successful.

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

-School Flyer with Testing Calendar Dates -Email Regarding testing calendar dates in English and Spanish -Teacher's Weekly Newsletter/ Teacher's Webpage with Testing Calendar Dates

- Description

Parents will be communicated via email and school messenger in English and Spanish. It will also be posted on social media and our school website. Parents will be informed on decision-making related to their child's education through our monthly meetings, Board meetings, quarterly conferences with their child's teachers, and curriculum night at the school. Monthly Board meetings take place and are open to accommodate stakeholders with a virtual option, dates are posted on website.

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

-School flyer regarding future opportunities -Email Regarding future opportunities in English and Spanish -Social Media/School Webpage regarding future opportunities. -Screenshot of Board meeting dates on website

- Description

To ensure that all parents and families have the opportunity to participate in trainings, activities, and events, the school will offer flexible meeting dates and times to accommodate diverse schedules. This approach aims to remove barriers to attendance and promote greater involvement in the school community. Here are the specific strategies the school will implement: Multiple Session Options: For each training, activity, or event, the school will offer multiple sessions at different times of the day (morning or afternoon) and on different days of the week to accommodate various work and family schedules. Virtual Meetings: In addition to in-person sessions, the school will provide virtual options via video conferencing platforms. This allows parents who cannot attend in person due to work commitments, transportation issues, or childcare needs to still participate. Recorded Sessions: The school will record training sessions and make them available online for parents to view at their convenience. This ensures that parents who are unable to attend live sessions can still access important information and resources. Surveys and Feedback: The school will regularly survey parents to gather feedback on preferred meeting times and formats. This data will be used to continually adjust and improve the scheduling of events to better meet the needs of the school community. Communication: The school will use multiple communication channels (newsletters, emails, text messages, social media) to inform parents about upcoming events well in advance, allowing them to plan accordingly. By offering flexible meeting dates and times, along with virtual and recorded options, the school aims to remove barriers to attendance and ensure that all parents have the opportunity to be actively involved in their child's education.

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

-School Flyer Invitation regarding trainings -Social Media/School Webpage posting regarding trainings. -Teacher's Weekly Newsletter/ Teacher's Webpage

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

The school will communicate to our parents via email, school messenger, fliers in English and Spanish. Our trainings are provided with a staff or a teacher that is bilingual. Our secretaries are bilingual to answer or provide any support to our parents when any questions are given.

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

-School Flyer Invitation -Email Invitation in English and Spanish -Social Media/School Webpage posting -Teacher's Weekly Newsletter/ Teacher's Webpage translation.

• Description

All our meetings and trainings will be held in the first floor. All of our campus is ADA compliance.

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

Photos of handicap parking, restrooms, and ramps

- Description

Families engaged in migrant work often face unique challenges due to the nature of their work, which includes frequent relocations, long working hours, and limited access to educational resources. These factors can impact the academic progress and overall well-being of their children. Understanding these challenges, the school is committed to providing tailored support to ensure these students can succeed academically and socially. Our school will ensure to do the following for our migrant students: Academic Support: The school will provide targeted academic support for migrant students, including tutoring, supplemental instructional materials, and after-school programs. This will help bridge any gaps in learning that may result from frequent relocations. Parent Engagement: The school will offer flexible meeting times and virtual options for parent-teacher conferences and school events to accommodate the unique schedules of migrant families. Additionally, bilingual staff and translation services will be available to facilitate communication. Access to Resources: The school will connect migrant families with community resources and services through the District's Migrant Program. This includes access to healthcare, housing assistance, and social services that can support the family's overall well-being.

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

-Flyers of services offered -Translated letters sent home -Invitations in multiple languages -Invitations showing different meeting times

- Description

We communicate with families and refer to MVP dept.

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

-Student Housing Questionnaire Form 2479 -MVP flyer -SBT Meeting Notes for students experiencing homelessness.

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

- Name of Activity

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

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

To build students' skills beyond academic subjects, it's essential to create a holistic learning environment. This can be achieved by implementing a range of strategies. To build coping skills, schools can introduce mindfulness and stress management programs. The School District of Palm Beach County realizes the importance of a safe and supportive school climate. Somerset Academy Wellington realizes the importance of a successful implementation of SLL curriculum and programming is essential for student success as it allows for students to practice life skills throughout their school experience.. Our school guidance counselor has monthly meetings with our students on topics that are relevant with our students such as cyberbullying, internet footprint, learning to communicate with others, self-reporting, etc. Fostering a growth mindset requires encouraging students to embrace challenges and value effort over outcomes. The students are our school receive mindfulness at least once a week to learn breathing techniques and learning to shift their mindset towards positivity Teaching resilience and persistence can be achieved through workshops and inspirational stories through our guest speakers that come to the school. Promoting healthy habits involves teaching nutrition, exercise, and mental well-being through our physical education classes is apart of the curriculum in which our students take. Encouraging positive behavior through consistent reinforcement and rewards creates a conducive atmosphere. We do this through our student of month where we acknowledge the students who have displayed the assigned habit of the month following the Leader in Me model. These efforts together help shape well-rounded individuals who are equipped for success both academically and in life.

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

In our implementation of a tiered model of support, such as SBT (Student-Based Team) or MTSS (Multi-Tiered System of Supports), we follow a systematic process to ensure the academic and behavioral needs of all our students are met. Firstly, we identify students who may require tiered support through a combination of data analysis (STAR, iReady, FAST, IXL) assessments (informal and formal), teacher input, and observations. Once identified, we work collaboratively with teachers, parents, and specialists to determine the specific supports needed for each student, tailoring interventions to their unique requirements. These supports may range from targeted interventions within the classroom to more intensive one-on-one assistance or counseling sessions. During our intervention, we utilize programs such as Wonderworks for K-5 in ELA, iReady Teacher toolbox, Reading Plus and Easy CBM to assist in closing the foundational gaps are students may have. We regularly monitor and track students' progress through ongoing assessments and data collection to gauge the effectiveness of the interventions and make necessary adjustments. This tiered approach allows us to provide a proactive and responsive system of support that ensures every student has the opportunity to thrive academically and behaviorally.

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

Ensuring that all students receive a well-rounded education with enrichment opportunities is a priority in our school. We begin by meticulously assessing student data, including academic performance, standardized test scores, and individual learning styles, to determine their core instructional needs. This data-driven approach helps us tailor instruction to each student's strengths and areas for improvement, ensuring alignment with educational standards. In addition to core-content courses, we offer a range of elective courses such as art, music, dance, weightlifting, cosmetology, tv production, podcasting, and business entrepreneurship, that provide students with diverse learning experiences, including the exploration of topics not traditionally considered part of the core curriculum. To extend learning time, we provide access to extracurricular activities, after-school programs, and summer enrichment opportunities. Moreover, we emphasize the real-world applications of classroom learning, connecting lessons to practical situations to deepen understanding. Our extensive array of extracurricular activities, from sports teams to clubs and community service projects, enriches students' education by fostering teamwork, leadership skills, and personal interests, providing a comprehensive educational experience.

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

We are dedicated to preparing our students for post-secondary opportunities and the workforce through a multifaceted approach. Our college awareness and readiness curricula and programs offer comprehensive guidance on college application processes, financial aid, and career exploration with our school guidance counselor. We actively build pathways to rigorous coursework, providing opportunities for accelerated courses like AICE Courses and Amp classes. Dual enrollment opportunities enable students to earn college credits while still in high school through Doral College at our school. We offer career and technical courses that equip students with practical skills and certifications relevant to various industries via Cosmetology and Business Entrepreneurship. ACT/SAT prep programs enhance college entrance exam readiness. In our school, Career Days, guest speakers, and job shadowing expose students to a wide range of professions, and field experiences and clinicals provide hands-on learning in real-world settings. This provides an opportunity for parents and members of the community to partake on Career Day. By integrating these initiatives, we ensure that our students are well-informed, confident, and equipped to pursue their chosen post-secondary paths and succeed in the workforce.

Transition From Early Childhood to Elementary School

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

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

At our school, we use several strategies in which we use to assist future preschool students into our elementary school. One is through our pre-k program. Our school has 3 and 4 years that attend our preschool. We ensure that our preschoolers who are 4 will be kindergarten ready by collaborating with our Kindergarten teachers throughout the school year. We include the pre-school in our school events and this ensures that they loop into our elementary school. Our pre-k parents have trainings throughout the year from the school regarding on best practices to utilize at home to have their child kinder ready for the upcoming school year. After spring break, we always have our Kindergarten Kick Off where we invite parents and future kindergarten students to come and visit our school for the day. They are able to meet our kindergarten teachers, their classrooms, and learn about our school and program. We tour the entire school and the future kindergartens end the day in our kinder playground. We make it a fun and exciting event for the entire family. Throughout the school year, we have offer tours for families to come and see the campus and ask any questions that they may have about the school and our various programs we have offered.

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

Somerset Academy Wellington provides our teachers a wide range of professional development opportunities through the Palm Beach School District, professional learning communities within grade levels, professional book studies, through communities with our fellow sisters such as curriculum training, best practices training via our school community, and every year we take a group of teachers to Get Your Teach on to engage in professional learning communities to be used to enhance their best practices throughout the school year. Teachers also have professional development opportunities through Beacon Educator as well as outside professional opportunities which will enhance their knowledge of state standards.

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

In our school, we employ a diverse array of marketing strategies for recruitment purposes. This includes our participation in job fairs within the Palm Beach district, close collaboration with our Human Resources department, and the posting of all available job positions on our school's website and various social media platforms. Additionally, we craft captivating and appealing advertisements, sharing them on various online Palm Beach community pages in order to attract potential teaching candidates. To support our new teachers we ensure that they have a mentor at the school who can guide them with the ins and outs of daily operations. Also our instructional coaches assist our new teachers and struggling teachers when it comes to providing effective instruction and dissecting data to provide differentiated instruction in class. We also keep our current teaching staff informed about job openings within our school and offer them incentives for any recommendations that lead to successful hires. Furthermore, our commitment to retaining our teachers is evident through the positive school culture we have cultivated. We maintain an open-door policy, ensuring that our teachers can reach out to us at any time, knowing that we are dedicated to providing them with unwavering support. As a relatively new educational institution, we afford our teachers the flexibility to exercise their creativity and establish after-school activities, sports, and clubs aligned with their interests. Our school offers abundant opportunities for professional growth, and our educators recognize this potential, which entices them to remain with us and further their careers.