Title I Comprehensive Schoolwide Plan
SOMERSET ACADEMY LAKES (4091)

ELA

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

1. List prioritized needs statements.

Proficiency rates in ELA have decreased from 55% in FY21 to 48% in FY22 to 33% in FY23

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

- Additional support for below-level readers outside of tier. - Additional learning resources for ELL students - Students lack decoding skills. - Students lack reading comprehension skills and command of high-frequency words - Parents lack skills necessary to assist students with reading at home - Teachers need assistance in unpacking ELA benchmarks

3. Share possible solutions that address the root causes.

- Reading interventionist to work with small groups - Resources to build vocabulary and reading strategies - Tutoring to reinforce skills taught - Provide parent training to assist students with literacy strategies - Hire support personnel to train teachers in unpacking standards and effective lesson planning and delivery strategies

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

• Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

• Parent Training

Training on online reading platforms like IReady

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

- School

> provide parent workshops in reading.

- Students

> set SMART goals.

- Parents

> attend parent workshops.

- Staff Training

> Parent conferencing strategies

- Accessibility

> Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Math

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

1. List prioritized needs statements.

> Proficiency rates in Math statewide assessments has decreased from 52% FY21 to 43% FY22 to 37% FY23.

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

- Low reading proficiency affects students ability to comprehend math word problems. - Lack of math fluency - Students need more opportunities to practice after school and at home - Students would perform better in small group settings - Parents lack skills necessary to assist students with math fluency at home - Teachers need assistance in unpacking Math benchmarks

3. Share possible solutions that address the root causes.

- Tutoring - Parent Universities - Online Technology Platforms for at home practice - Interventionist for small group instruction - Provide parent training to assist students with math fluencystrategies - Support Personnel to train teachers on differentiated instruction

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

• Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

• Parent Training

Training on supporting students on online math platforms

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

• School

hire certified personnel

• Students

practice math fluency every day

- Parents

> attend trainings and enforce at-home practice

- Staff Training

> Parent conferencing strategies

- Accessibility

> Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Science

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

1. List prioritized needs statements.

> Science proficiency on statewide assessments have been approximately 20% for the past three years.

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

> - Lack of reading comprehension makes science lessons difficult - Lack of science materials for hands-on learning -Parents lack skills necessary to assist students with science skills at home - Teachers need assistance in unpacking Science benchmarks

3. Share possible solutions that address the root causes.

> - Instructional materials that support reading in science - Science materials for hands-on learning - Materials to host science fair for parent involvement - Interventionists - Support Personnel to train teachers in hands on learning - Provide parent training on supporting science instruction at home

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

• Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

• Parent Training

Train parents on online science platforms like PendaLearning

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

• School

host science fairs

• Students

complete assignments and practice at home

• Parents

attend parent conferences

• Staff Training

Parent Communication Strategies

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Action Step: Classroom Instruction

Ensure students and teachers have access to standards-aligned curricular resources and the materials and supplies necessary to ensure student engagement and promote effective small group and whole group instruction.

Budget Total: **$124,300.75**

Acct Description	Description				
Online subscription	**Item**	**Rate**	**Type**	**Total**	
	Removed per BT #1 Write Score - Writing K-5	$3,800.00	Original	$3,800.00	
	Progress Learning - ELA/Math 3-5	1	$2,361.75	Original	$2,361.75
	iReady ELA/Math K-5	1	$15,842.00	Original	$15,842.0
	Amendment 164 - Increasing line due to increase cost of iReady	1	$757.00	Amendment	$757.00
Resource Teacher	Interventionist Grades K-1: Will work with lowest 30% in small group settings through push-in and pull-out providing RTI interventions and remediation.				
Resource Teacher	** NOTE -- AMENDMENT 164 DISSOLVED #4516 *Review notes for information --- Interventionist Grades 4-5: Will work with lowest 30% in small group settings through push-in and pull-out providing RTI intervention and remediation.				

Acct Description	Description
Resource Teacher	Interventionist Grades 2-3: Will work with lowest 30% in small group settings through push-in and pull-out providing RTI interventions and remediation.
Supplies	

Item	Quantity	Rate	Supply Type	Type	Total
Magnetic reading, ready math materials and Materials titled Support Coach books (student)	1	$3,800.00	Instructional Materials	Budget Transfer	$3,800.0
Amendment 164 Reducing line *Review notes for information	1	-$757.00	Instructional Materials	Amendment	-$757.00

Action Step: Professional Development

Ongoing professional development opportunities will equip teachers to provide standards-aligned rigorous and engaging strategies and lessons for students.

Budget Total: **$114,520.00**

Acct Description	Description
Tch Res Staff Development	Reading/Math/Science PD Coach/Staff developer will assist and coach teachers through PLC's, coteaching model, observations,and feedback for all Reading, Math and Science teachers for Grades K-2.
Coach	* Amendment 164 - Collapsed #4516 as of 09.24. in order to place L. Mercuiro in the the correct job code.

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: **$3,047.00**

Acct Description	Description								
Parent Support by School Staff	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Parent support and training during events described in PFEP.	3	$50.00	3	3	1	Certified	Original	$1,350.0
Supplies	**Item**	**Quantity**		**Rate**	**Supply Type**		**Type**		**Total**
	Chart Paper (6 Pack)	1		$750.00	General Supplies		Original		$750.00
	Ink for Printing Flyers, Agendas and Deliverables	10		$25.00	Technology		Original		$250.00
	Reams of Colored Paper	12		$17.00	General Supplies		Original		$204.00
	Case of Paper	13		$30.00	General Supplies		Original		$390.00

Mission Statement

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

- reflect the beliefs or values the school holds regarding the importance of family engagement;

- explain the purpose of the school's Parent and Family Engagement Plan;

- be written in parent-friendly language; and

- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

> Parents play an integral role in fostering their child's learning and increasing overall student achievement. Therefore, Somerset Academy Lakes faculty and staff encourages parents to be actively involved in their child's education through the following: - Participating in decision-making on advisory committees - Timely invitations to parent universities, events, and workshops - Tips and opportunities for learning at home - Collaboration with the community - Breaking down barriers to increase involvement.

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
Deanne Chambers	Single School Culture Coordinator
Maria Piedrahita	Principal
Angela Calvacca	Assistant Principal
Jessica Opdam	Teacher
Jeremias Coronado	Parent

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

Members are chosen through invitation to a range of gatherings, including but not restricted to Comprehensive Needs Assessment Meetings, School Advisory Council Meetings, and community outreach sessions. Participation is open to all stakeholders, irrespective of demographic considerations. Members reflect the school community and are nominated and selected based on active participation in schoolwide initiatives.

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

Stakeholders are involved in developing the Schoolwide Plan through several meetings throughout the school year. Feedback is continuous and consistent through quarterly SAC meetings (second Wednesday of every month), Title 1 Annual Meeting in the Fall, ongoing parent input meeting, and parent feedback through bi-monthly meeting evaluations beginning in October. Meeting times are varied (morning, after school, evening) and individual meetings to accommodate all families. CNA Stakeholder Meeting - February 28, 2024 at 5:30pm CNA Stakeholder Meetings - February 28, 2024 at 6:30pm

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

Stakeholders are able to provide input for Title 1 funding and engagement through collaboration at the Title 1 Annual Meeting, stakeholder meetings, SAC meetings, and Parent University feedback and evaluation forms. The outcome is an increase in parent participation and student achievement.

Name	Title
Deanne Chambers	Single School Culture Coordinator
Maria Piedrahita	Principal
Angela Calvacca	Assistant Principal

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?

October 9, 2024 at 5:00PM

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 will be invited through REMIND 101messages, emails, flyers distributed in carline, and the principal's newsletter. All communication will be distributed in multiple languages.

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

PowerPoint Presentation, parent compacts, schoolwide data, handouts, agenda, parent feedback forms

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

Effective Parent Communication Strategies

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

Teachers will be provided with skills and strategies to effectively communicate with parents such as REMIND101 messages, emails, parent conferencing and more.

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

Continue to strengthen relationships between the school and parents to support the academic needs of students.

• What will teachers submit as evidence of implementation?

Samples of REMIND101 messages, parent conferencing notes, samples of emails

• Month of Training

September

• Responsible Person(s)

Angie Calvacca

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

Increasing Parental Involvement in the Classroom

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

Teachers will be provided with strategies for increasing opportunities for parents to volunteer in the classroom.

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

> Parents will become more involved and gain more knowledge and skills directly related to methods of teaching taking place in the classroom. This will also aid in building stronger relationships between parents and teachers.

- What will teachers submit as evidence of implementation?

> Classroom Volunteer Logs, Remind101 messages referencing opportunities for volunteering, parent volunteer feedback forms

- Month of Training

> January

- Responsible Person(s)

> Angie Calvacca

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

Supporting Academic Growth at Home

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

Parents will be provided with alternative academic activities and strategies to reduce screen time and prioritize academics at home.

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

Parents will be given scenarios in which they can implement activities and strategies at home to increase academic support such as reading on level text, practicing math fluency and at home science labs.

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

To reduce the use of technology at home and increase implementation of academic activities that will aid in student achievement.

- Date of Training

October

- Responsible Person(s)

Angie Calvacca

- Resources and Materials

Invites, Agenda, PowerPoint, Handouts, Reflections

- Amount (e.g. $10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Increasing Literacy at Home

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

  Parents will be taught everyday reading strategies to implement with fidelity at home to increase reading achievement levels.

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

  Parents will be placed in groups and given grade level text to model the use of reading strategies with their child.

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

  Students will show academic growth in reading by applying reading strategies taught in class and reinforced at home.

- Date of Training

  January

- Responsible Person(s)

  Angie Calvacca

- Resources and Materials

  Invite, Sign In Sheets, Agenda, PowerPoint, Handouts, Reflections

- Amount (e.g. $10.00)

  0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Using Math Strategies in Everyday Life

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

Parent will be provided with strategies to incorporate math fluency in day to day activities with their children.

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

Parents will be given scenarios and must apply strategies provided to model the use of skills presented.

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

By practicing math fluency skills in everyday life, students will increase math achievement levels.

- Date of Training

March

- Responsible Person(s)

Angie Calvacca

- Resources and Materials

Invites, Agenda, Sign in Sheets, Powerpoint, Handouts, Reflections

- Amount (e.g. $10.00)

0.00

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

IDEA

• Describe how agency/organization supports families.

The IDEA program oversees the implementation of providing accommodations for students with disabilities.

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

Parent and student support facilitation logs, Procedural Safeguards, ESE conference notes

• Frequency

Quarterly and as needed

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

• Name of Agency

SAFE Schools

- Describe how agency/organization supports families.

> The SAFE Schools program helps report and communicate emergency and school threat reporting through the FortifyFL app.

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

> Program website, Program Flyers, Parent University Agendas.

- Frequency

> Quarterly and as needed

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

- Name of Agency

> McKinney-Vento Program

- Describe how agency/organization supports families.

> The MVP Program supports families who are experiencing homelessness. The program provides them with programs for temporary housing, transportation, and government programs for financial assistance.

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

> Student Housing Questionnaire Samples, Parent University Agendas, Parent Notifications (Texts and or Emails)

- Frequency

> Quarterly and as needed

Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Somerset Lakes Academy provides information regarding Title I programs in quarterly and or bi-weekly using a variety of methods of communication including the principal's newsletter, emails, text messages, push notifications, and flyers. Title I teachers and administration will explain Title I programs and opportunities at the Title I Annual Meeting. Parents will be given the opportunity to ask questions to aid in their understanding of all items discussed at the Annual Title I meeting. All meetings will include translation into multiple languages.

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

Text messages, flyers/invitations in multiple languages, Annual Title 1 Meeting PowerPoint Presentation.

- Description

Information regarding academic programs, Florida BEST Standards, Grade Level Promotion Criteria, and forms of academic assessment will be shared with parents during Open House/Title I Informational Meetings, parent conferences, and any other time a parent requests such information. Classroom teachers will explain and discuss the school's curriculum, the FAST, and other types of assessments used to measure student progress during parent/student/teacher data chats throughout the school year.

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

Testing calendar, PowerPoint presentations, student parent proficiency letters from the FAST Portal

- Description

Information related to academic assessments, such as FAST. Iready and other school-wide forms of academic assessment will be shared with parents during Parent Universities, teacher/parent conferences, and any other time a parent requests such information.

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

Parent University PowerPoint presentations, family resource letters, testing calendar

- Description

Information regarding parents about opportunities for regular meetings and Title 1 meetings (Parent University, Title 1 Annual Meeting, Parent-Input Meeting) and SAC meetings to collaborate on suggestions and to participate in decision-making surrounding the education of their children.

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

Push notifications, Annual Title I meeting minutes and notes, flyers/invitations

- Description

Somerset Academy Lakes will offer flexible meeting times before school, during school hours, or evening hours on weekdays and weekends. Flyers and invitations will exhibit flexible times to increase attendance along with special accommodations provided, such as transporatation, free child care, large print, special needs accommodations, translations, and transportation.

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

Push notifications,flyers/invitations, website announcements.

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

School communications in the form of letters, invites, school announcements, and parent meetings will be made available in both English and Spanish. Translators will be present at all school events, and holding separate sessions for families with limited English proficiency. Messages and all communication will be written in multiple languages. The school's website will be translated into many languages through a drop-down menu. School personnel will assist families with any online websites that are in English, such as FAST portal, and parent meetings.

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

Flyers and invitations in multiple languages, Remind 101 messages/emails in multiple languages, parent contact conference logs from the ELL liaison

- Description

Families will be surveyed at the beginning of the year and before every parent university night to determine accommodations needed for families with disabilities. Our campus is equipped with ramps, an elevator, large screens for presentations, and a speaker system to accommodate hearing impairments. Hard copies of the presentations and activities will be provided in large print to further reduce barriers. All parent training flyers have a list of accommodations provided, such as hearing, vision, and physical limitations. Parents and families are given the option to attend virtually. Presentations are available in large print with audio.

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

Flyers and invitations with special accommodations provided, parent support letters and emails, parent support contact logs

- Description

Migrant Families will be provided with uniforms, school supplies and home visits when needed.

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

Migrant flyers, slides from annual meeting, meeting deliverables in multiple languages.

- Description

Families experiencing homelessness will be provided with transportation if needed. Additionally free child care and food and refreshments. We give families experiencing homelessness - free uniforms, supplies, access to all activities, and any other expense students may pay for extracurricular activities. The school will provide assistance in connecting families with agencies, such as Family Central and the McKinney-Vento Program.

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

> meeting agendas, home surveys, program promotion flyers and invitations.

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 positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or

- Promote healthy habits;
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

To meet the needs of our students outside of academic subject areas we provide students with counseling support through our onsite mental health counselors whenever needed. We allow outside agencies to work with our students and their various needs during the school day so they can focus, feel supported, and work on building skills that will benefit their overall success. Our school is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses our Positive Behavior Incentive System (Cobra Rewards) for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. School-wide positive behavior universal guidelines "3R's Responsible, Respectful, and Ready to Learn" are evident throughout the school. Positive praise and school-wide classroom incentives are used to reinforce positive behaviors. Individual class incentives include rewards from treasure box, or experiences like booth buddy passes, field trips, etc. This program reinforces positive behaviors and social emotional skills such as perseverance, positive attitude, helpfulness, etc. through ALMA, teachers communicate students' daily behavior and social emotional progress using REMIND. Some classrooms have also adopted "Morning Meeting" to build and reinforce social emotional skills and community via daily morning discussion. The school participates in a monthly Character Counts program and a Global Awareness trait is acknowledged every month in all Grades K-5 . Each month focuses on a different character and Global perspectives; such as trustworthiness, respect, caring, teamwork, compassion, equality. The school administrators and teachers reinforce the topics through the curriculum and special monthly in-class/school and student/parent events. The school has adopted the Leader in Me program for social-emotional learning. Leader in Me helps foster communication, connections, and community both inside and outside the classroom. The program helps students in building a compassionate and caring character. Each child participates weekly in one class. Teachers may use the program for individual student needs or for a group of student in a Tier 2 or Tier 3 setting.

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

The school-based team (SBT) uses the Problem Solving Model to conduct all meetings. Based on data analysis and collaboration, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM and Fast Bridge. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child' response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. Teachers participate in data chats where the analysis of academic data and behavioral concerns are discussed. Students are tiered according to data concerns. All SBT information is entered into the district's Student Information System. Tier 1 Implementation: First best instruction is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Wonders and Go Math, students participate in iReady program for reading and math. In order to ensure a positive learning environment students are expected to adhere to the "3 R's" expectations (Responsible, Respectful, and Ready to Learn). Tier 2 Implementation: Some students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention 3 times a week. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. Tier 3 Implementation: Tier 3 services are designed to address the needs of students who are experiencing significant problems and/or are unresponsive to Tier 1 and Tier 2 efforts. They receive services 30 minutes daily, 5 days a week in a targeted area identified by the SBT.

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

It is important that high expectations and a well-rounded education is provided to all students. We provide a full academic discourse where students are exposed to a variety of courses during school such as music and visual arts, foreign languages ,physical education, health, social studies, and a variety of sports. During the day students also participate in ongoing novel studies, hands-on project based learning, and social skills events that help students not only develop the academic skills necessary to succeed in the 21st century, but also the social skills to excel. Computer-based skills activities and instruction is embedded in the curriculum to better support college readiness skills. Students utilize technology programs that determine core instructional needs and are aligned to the Florida BEST Standards. After school, we provide students with opportunities to participate in sports teams, academic and non-academic clubs, and music ensembles. Some of these activities are but not limited to band, student government association, football, basketball, baseball, concert band, chorus, gaming club, and cheer team. The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, RTI, and enrichment. Our enrichment classes provide acceleration and enrichment in all subject areas for students who demonstrate the need and desire to be challenged. Specific data reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FAST, RRR, and iReady. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses like enrichment courses. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 35% for reading and mathematics.

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

Our curriculum is based on the preparing students for their future educational endeavors. Creating a solid elementary education lends to a strong educational foundation needed for middle and high school academic careers. Curriculum has been developed by teachers that incorporates the hands-on necessary tools for students to be ready for post-secondary opportunities and the workforce. Students are exposed to collaborative projects and critical thinking skills through group work and cross-curricular activities. Technology integration assists students in attaining computer skills needed for early college readiness. In addition to our curriculum program, we have guest speakers come to our campus to educate and offer our students about their occupations and the pathway to accomplishing their goals. School-wide, we are committed to building college and career awareness through displays of the staff's Alma Maters posted through the school. Additionally, career awareness events through our guidance programs include: career day/week, speakers, potential campus visits and collaboration of volunteers on campus who speak to students at lunch about various programs and opportunities, such as their majors, sports teams, etc.

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

Students attending Kindergarten for the first time are asked to visit the school prior to the first day of school to meet their classroom teacher and tour the school to familiarize themselves with their surroundings. Students entering Kindergarten will take an Early Literacy Screening prior to the beginning of the school year to determine class placement and have baseline data on each student. Our Lead teachers and Instructional Coach works closely with our Kindergarten teachers to ensure that students are being taught grade-level appropriate concepts, while ensuring Kindergarten Readiness. Teachers participate in quarterly data chats to ensure student progress and identify needs. Reading readiness skills are monitored through battery tests for phonemic awareness and high frequency word retention. Our school offers an annual Kindergarten Round-up in the Spring, which includes parent training on what to expect for upcoming Kindergartners, as well as strategies to help students overs the summer be prepared for the start of Kindergarten. We offer on-site school tours for new kindergarten families as part of Kindergarten Round up. The school provides Kindergarten parents with resources regarding their child's academic success. Once students begin Kindergarten, parents are invited to a Curriculum Meeting which outlines what their child will learn and able to do by the end of their Kindergarten year. The teacher meets with parents through the year to communicate progress towards Kindergarten readiness. Parents are encouraged to come meet and greet their child's teacher at the annual "Meet the Teacher" meeting prior to start of school to ensure an easy and independent transition on the child's first day.

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

Professional development is an ongoing goal on our campus. We survey all teachers at the beginning of the year to identify their personal needs and wants in professional development. Through numerous ongoing walk-throughs we further identify areas for growth and improvement. We have allocated one hour daily for faculty Professional Development and PLC meetings. Besides our weekly full faculty professional development meeting, we also have a full-time curriculum instructional coach. The instructional coach provides professional growth feedback according to informal and formal observations. Through the coaching cycle, teachers are supported with a variety of coaching strategies, such as model lessons, co-teaching, and common planning. Common planning is available for all department and led by the instructional coach. A mentor-teacher program is also implemented for new teachers through peer observation classroom walk-throughs, collaborative planning, and an open door policy of support. We also participate in Title IX courses provided through the district. We provide individualized professional development to meet the needs of all our teachers.

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

1. Recruitment and Retention

To recruit highly effective educators we attend and host career fairs throughout the area at colleges and other locations. We also place ads on websites such as Teachers-Teachers and Indeed. We have banners and signs at our school site and have openings posted on our website. In order to retain effective educators we use a variety of techniques such as compensation equivalent to the district, supplements, teacher recognition incentives, professional development, ongoing feedback and evaluation through our evaluation tool. We also have team building workshops and an open door policy of support and teamwork, thus increasing the retention rate of our staff. In addition, new teachers are supported through our new teacher mentor program according to individual needs and observations. The program provides targeted professional development in classroom management, instructional delivery, and lesson planning. Novice teachers are guided and assigned a mentor teacher who serves as an instructional coach and professional development liaison.