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**Title I Comprehensive Schoolwide Plan**  
**SOMERSET ACADEMY WELLINGTON HIGH SCHOOL (4131)**

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# ELA

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

## 1. List prioritized needs statements.

Based on FAST PM2, 68% of students are below proficiency in ELA and are receiving Tier II and Tier III ELA Intervention support during their elective period. Based on FAST PM2, 86% of the students in high school demonstrated missing foundational skills in applying knowledge of etymology and derivations to determine meanings of words and phrases. 85% of the students in high school demonstrated missing reading strategies in evaluating the support an author uses to develop the central idea throughout a given text. 90% of the students in high school demonstrated difficulty in analyzing universal themes and their development throughout a literary text.

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

Ninth-grade students lack exposure to deciphering the meaning of new vocabulary within the context of a text. Ninth-grade students haven't received instruction on properly referencing and citing evidence from a text to support their answers. Ninth-grade students haven't been guided on how to effectively use a reading interactive notebook. Strategies for note-taking when reading a text haven't been explicitly taught to ninth-grade students. At home, students are not exposed to a variety of culturally enriched reading materials, leading to difficulties in understanding Latin/Greek words, recognizing the impact of prefixes/suffixes on a word, and identifying universal themes in texts. Teachers lack a solid understanding of the new B.E.S.T. standards, creating a barrier to evaluating how students can demonstrate their mastery. Inconsistent attendance due to illnesses or vacations has caused students to miss key foundational skills crucial for their development as readers. Parents lack the skills and strategies to assist their children at home. Teachers lack the knowledge on how to dissect data and create differentiated groups to address their students needs.

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

Ensure the reading coach assists in analyzing reading data for the school and develops a school focus calendar. The reading coach will demonstrate lessons for teachers requiring assistance in implementing the new B.E.S.T. standards. The reading resource teacher will assist with working with students in small groups in addressing their individual needs in reading. Collaborate with teachers to create interactive differentiated center rotations, supporting students on various learning levels. The reading coach will observe teachers during the reading block and provide feedback on how to best support their students during ELA. Maintain after-school tutoring and intervention pull-out sessions to aid students who are one or more grade levels behind. The school has acquired a supplemental online literacy program, offering informational and literal reading content to students, emphasizing phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills at individual levels. Implement a "Vocabulary Word Parade," assigning students a word to define and create a visual costume representation. Provide assistive technology/ online resources to support students learning and access to technology to our students, parents and teachers. Provide parent training regarding ways to assist their student at home with homework and study skills.

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

#### • Communication

The school will persist in using School Messenger for communication regarding updates and important dates. A monthly calendar of significant events is also shared through this platform and can be accessed on the school webpage. Monthly reminders are sent to parents, urging them to verify and update their contact information. However, there is a need to enhance parental involvement in monthly meetings and training sessions designed to support their child's education. To achieve this, the school plans to distribute physical and online flyers, seeking parents' preferences for meeting times and methods through a questionnaire.

#### • Parent Training

a) Parents will undergo training on the B.E.S.T. Standards for ELA. b) Parents will receive training on how to support homework through Achieve 3000. c) Parents will be provided with training on navigating the school webpage to locate their child's teacher pages. d) Parents will receive training on using the Gradebook platform to receive weekly updates on their child's progress. e) Parents will be educated on the Graduation Requirements for High School.

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

- **School**

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

- **Students**

Students will continue to develop and prosper within the school through the academic implementation plan for ELA. They will acquire the skills to read fluently and respond to challenging questions by providing evidence-based support for their answers.

- **Parents**

Parents will be supported in fostering their child's success in ELA. They can actively participate in learning forums related to B.E.S.T. ELA standards, gaining insights on how to enhance their child's success at home through exposure to various reading materials. Regularly checking the Jupiter Ed gradebook, parents are encouraged to email teachers with any concerns. Quarterly meetings with teachers will provide parents with a comprehensive understanding of their child's performance in ELA. Reminders about monthly PTA/SAC meetings, sent via School Messenger and fliers, aim to encourage collaborative efforts between parents, teachers, and administration to further enhance students' learning at the school.

- **Staff Training**

a) Teachers will undergo training on the B.E.S.T. Standards for ELA. b) Teachers will receive training on incorporating item specifications for ELA into their lesson plans. c) The Reading Coach will provide training to teachers on effectively disseminating their specific data to best serve their students, incorporating differentiated instruction when needed. d) Teachers will be trained by the Reading Coach on how to optimize their ELA block using a specified focus 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.

36% of 9th grade students enrolled are in Pre-Algebra. 68% of students enrolled in Pre-Algebra lack foundational skills in math. 52% of students enrolled in Algebra demonstrate deficiency in understanding and mastering essential skills like solving linear equations and manipulating complex numbers through IXL diagnostic.

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

A solid foundational understanding of basic math concepts is crucial for students to tackle higher-order, multi-complexity math questions. Many students lacked hands-on instruction essential for mastering foundational skills. In the home environment, students did not utilize interactive notebooks to enhance their math vocabulary. Students struggled to properly articulate the steps for multi-step linear equations and inequalities, relying on external resources rather than working through the problems to grasp the complexities of the process. With the shift to virtual teaching, there was a lack of clarity on foundational skills such as addition/subtraction of large numbers with regrouping and difficulties in teaching multiplication/division. Students frequently miss school days due to illness or vacations, resulting in gaps in the foundational skills needed to master math concepts. Parents lack the skills and strategies to assist their children at home. Teachers lack the knowledge on how to dissect data and create differentiated groups to address their students needs

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

Intensive math classes will be offered to all students scoring at level 1 in the F.A.S.T. administration for grades 9-12. Interventions/pull-outs for TIER II and TIER III students are essential to address the learning gap in math foundational skills. Students should have increased opportunities to master foundational skills, utilizing manipulatives, multi-modal learning approaches, and additional resources such as Khan Academy and other state-approved supplementary materials. Parents must be informed about graduation requirements and the level of commitment and effort required for their child to learn and master the taught skills. Professional development sessions will be provided to teachers to underscore the significance of understanding the B.E.S.T. Standards and how to effectively teach them for student mastery. Teachers will receive professional development on graduation requirements and guidance on assisting students in utilizing provided resources for their benefit. Improved communication between the school and parents is crucial, especially regarding students who may be falling behind, along with the provision of adequate support. Data chats with parents will be conducted on a semi-quarterly basis, ensuring they understand the importance of mastering basic math foundations. Provide parent training regarding assisting students at home with homework and study skills. 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 Math?

- Communication

Maintaining real-time information on all parents is crucial for effective communication. The front office utilizes school messenger to send messages to parents, who are encouraged to update their information monthly. However, the school recognizes the need to improve in identifying suitable meeting hours for parents. It is imperative for parents to actively participate in various training sessions on subjects that impact their child's school experience. Beginning from kindergarten, the school emphasizes the significance of college readiness for Somerset families. Ensuring parents comprehend how to communicate with the school and encouraging their attendance at training sessions is fundamental for building a successful partnership.

- Parent Training

Offer parents training on the B.E.S.T. standards and guide them in locating sample assessments online. Provide parents with training sessions on effectively using the curriculum and various resources like IXL, Algebra Nation, Khan Academy, etc. Arrange data chats for parents to ensure they are informed about their child's performance on standardized and classroom assessments.

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

- **School**

The school will persist in furnishing teachers and stakeholders with appropriate training, professional development, and support, ensuring their readiness to effectively teach the B.E.S.T. standards. An open line of communication will be maintained with parents through email and phone calls. Additionally, communication via the Jupiter gradebook will serve as an effective means for the school and parents to stay informed about their child's progress and mastery of state standards.

- **Students**

Students will persist in receiving encouragement to excel across all academic domains. They will undergo comprehensive training on utilizing an interactive notebook, mastering lab procedures, honing study skills, and applying prior knowledge to comprehend higher-order concepts.

- **Parents**

Parents are encouraged to play an active role in the learning process by attending school-held meetings. They should make use of the trainings offered by the school to enrich student learning at home. Regularly checking the Jupiter Ed gradebook is advised, and parents are encouraged to email teachers with any questions about assignments and grading practices. Fliers and reminders will be distributed through the school messenger to prompt parents to attend SAC & Title I meetings in person.

- **Staff Training**

Professional development opportunities on B.E.S.T. standards will be offered to teachers. The math coach will provide teachers with a focus calendar, emphasizing the standards that must be mastered. Teachers will receive training on implementing small groups and utilizing differentiated instruction to tailor instruction based on student data. Teachers will incorporate interactive notebooks and furnish students with examples of effective study skills.



- **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.

• 27% of the 8th grade students tested on the NGSSS tested proficient in the State Assessment in the Spring of 2022 scored proficient. • 73% of 8th grade students in the Spring of 2022 were not proficient in general knowledge skills using NGSSS making biology an especially challenging class to take in 9th grade. • 54% of students are falling behind on Biology EOC testing standards. Students do not have the background knowledge needed to master complex standards and higher order rigor of Biology.

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

The transition from middle school to high school poses challenges as NGSSS, Common Core, and B.E.S.T. standards do not align, creating difficulty for teachers in implementing a cohesive curriculum across subjects. Biology, Physical Science, Chemistry, Anatomy and Physiology are all B.E.S.T. standards, complicating the transition for students who find the complexity of NGSSS incomparable to that of B.E.S.T. standards or the previous Common Core Standards. To enhance scientific vocabulary comprehension, interactive notebooks and real-world learning experiences should be modeled, as students require tangible experiences to grasp the scientific process beyond textbook readings. The core curriculum for science does not align with Common Core or the new B.E.S.T. standards, necessitating teachers to instruct two distinct curriculums with varying expectations for students. Teachers lack a solid understanding of the . standards, creating a barrier to evaluating how students can demonstrate their mastery. Parents lack the skills and strategies to assist their children at home.



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

Implement mandatory bi-weekly lab days, allowing students to gain hands-on experiences through both virtual and physical labs. Introduce students to rigorous vocabulary using interactive notebooks from the outset, emphasizing the real-world applications and solutions that science offers. Offer students prepared lab experiences to help them leverage prior knowledge for a deeper understanding of higher-order concepts in math and science. Collaborate with local hospitals and doctor offices to expose students to different perspectives from professionals in the field, illustrating how they apply the scientific process in their daily work. Provide teachers with additional resources beyond the daily curriculum through Savvas, enhancing their ability to convey various frames of curricular knowledge. Facilitate Science/STEM development opportunities for teachers and parents through STEM night activities, where they can engage in labs with their children, fostering a richer curiosity in the science learning experience. Enhance communication with parents and the school, ensuring they understand the significance of STEM education and how to collaborate with their children at home on projects, as well as discussing the scientific process in daily activities. Provide parent training regarding assisting students at home with homework and study skills.

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

- Communication

Having up-to-date information on all parents is crucial. The front office communicates school messages to parents through the school messenger, and we kindly request parents to update their information monthly for seamless communication. Nevertheless, there is room for improvement in identifying suitable meeting hours for parents. It is vital to have parents attend training sessions on various subject areas impacting their child's high school experience. Given the importance of college readiness for Somerset families, ensuring parents comprehend how to communicate with the school and actively participate in training sessions is indispensable for fostering a successful partnership.

- Parent Training

The school will offer parents training on effectively using the curriculum and additional science resources to enrich their understanding of the scientific process alongside their students. Parents are encouraged to participate in STEM nights, providing opportunities to engage with students and teachers and gain insights on crafting interactive lessons both at school and at home.

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

- **School**

The school will persist in delivering adequate training, professional development, and support to teachers and stakeholders, ensuring their readiness to effectively instruct the B.E.S.T. standards.

- **Students**

Students will persist in receiving encouragement to excel across all academic domains. They will undergo comprehensive training on utilizing an interactive notebook, mastering lab procedures, honing study skills, and employing prior knowledge to grapple with more advanced concepts of understanding. Equipped with self-advocacy skills, students will be empowered to take ownership of their high school experience and proactively prepare for future college readiness.

- **Parents**

Parents will engage actively in the educational journey 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 will reach out to teachers via email for any inquiries regarding assignments and grading practices. Fliers and reminders will be distributed through the school messenger to encourage parents to attend SAC & Title I meetings in person.

- **Staff Training**

Teachers will undergo professional development sessions to enhance their comprehension of the B.E.S.T. standards and learn strategies for creating labs and learning experiences that connect students with real-world applications. Support from the Math coach will be provided to facilitate working in small groups and developing engaging and interactive labs. Additionally, the utilization of an interactive Science notebook will be emphasized.

- **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. i.)The school will furnish labs for all students, ensuring equal participation opportunities. j.)All families are invited to attend STEM nights to boost parental involvement across stakeholders.

## **Social Studies**

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

### **1. List prioritized needs statements.**

45% of the students demonstrated below level in EOC Civic test.

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

Ninth-grade students lack exposure to decoding new vocabulary within the context of a text. Ninth-grade students lack instruction on referencing and citing evidence effectively to support their answers. Ninth-grade students have not received guidance on utilizing a reading interactive notebook. Ninth-grade students need instruction on proper notetaking strategies while reading a text. The teachers' limited understanding of NGSSS standards poses a challenge in assessing students' mastery and their ability to demonstrate it. Parents lack the skills and strategies to assist their children at home.

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

The reading coach will contribute to data analysis for the school and develop a school focus calendar. Model lessons on integrating NGSSS standards into the curriculum will be provided by the reading coach for teachers requiring assistance. Collaborating with teachers, the reading coach will help design interactive and differentiated center rotations to support students across different learning levels. During the social studies block, the reading coach will observe teachers and offer feedback on effective ways to support students in their Social Studies. Provide parent training regarding assisting students at home with homework and study skills.

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

#### • Communication

The school will persist in using School Messenger to relay updates and key dates. Monthly calendars highlighting important events are distributed via this platform and can also be accessed on the school webpage. Regular reminders are sent out to parents, urging them to maintain current contact information. To enhance parental involvement in monthly meetings and educational training sessions, the school aims to take further initiatives. This includes distributing physical flyers along with online versions, seeking parents' preferences for meeting times and methods through a questionnaire.

#### • Parent Training

a) Training sessions will be provided for parents on the NGSSS Standards for Social Studies. b) Parents will receive guidance on navigating the school webpage to locate their child's teacher pages. c) Training will be offered to parents on using the Gradebook platform, enabling them to receive weekly updates on their child's academic progress.

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

#### • School

The school will persist in furnishing teachers and stakeholders with adequate training, professional development, and support from the reading coach to ensure their thorough readiness for instructing the NGSSS standards.

- **Students**

Students will persist in their growth and flourishing within the school, facilitated by the academic implementation plan for Social Studies. They will acquire fluency in reading and adeptly respond to challenging questions by furnishing evidential support. Moreover, students will establish real-world connections with the contextual content of their readings.

- **Parents**

Parents will receive assistance in aiding their child's success in Social Studies. They will have the opportunity to participate in educational forums on NGSSS standards, gaining insights into supporting their child's achievements at home by fostering a rich understanding of current events locally and globally. Parents are invited and encouraged to attend monthly PTA/SAC meetings, fostering collaborative efforts with teachers and administration to further enhance their child's learning experience at the school.

- **Staff Training**

a) Training sessions will be conducted for teachers on the NGSSS Standards for Social Studies. b) Teachers will undergo training on integrating item specifications for Social Studies into their lesson plans. c) The Reading Coach will provide training to teachers on effectively disseminating their individual data to enhance student support, incorporating differentiated instruction as necessary. d) Training sessions will focus on guiding teachers in integrating project-based learning into the Social Studies block. e) The Reading Coach will train teachers on optimizing their Social Studies block using a specified focus 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.

## **Acceleration Success**

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Acceleration Success?

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

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

## Graduation Rate

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



**1. List prioritized needs statements.**

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

**4. How will school strengthen the PFEP to support Graduation Rate?**

How will school strengthen the PFEP to support Graduation Rate?

**• How will school strengthen the PFEP to support Graduation Rate?**

This school has chosen to be exempt from this area.

**• Communication**

This school has chosen to be exempt from this area.

**• Parent Training**

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

## **Action Step: Classroom Instruction**

Somerset Academy Wellington High School will provide rigorous, detailed, explicit, and differentiated instructional support to ensure our students are successful obtaining educational benchmarks in all core areas to fulfill all graduation requirements as well as prepare them for college readiness. We will ensure differentiated instruction and pull-out/push-in instruction is targeted and implemented with fidelity using multi-modalities to reach all students with varying exceptionalities and learning styles by providing not only dual enrollment but also CTE courses for students looking to enter the workforce once they have graduated. Somerset Academy Wellington High School will ensure our students are challenged by providing advanced placement courses, dual enrollment, CTE, and a wide range of elective opportunities to provide them with a better sense of what they would like to study in college or what profession they would like to pursue once they have graduated.

Budget Total: \$12,711.00

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Interventionist focusing on tier 3 students for pull-out for Reading and Math	1	\$18.00	3	8	27	Non-Certified	Original	\$11,664.00
	Interventionist focusing on tier 3 students for pull-out for Reading and Math	1	\$18.00	1	8	1	Non-Certified	Original	\$144.00

## 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: \$408.75

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type		Total
	Paper for parent trainings	1	\$408.75	General Supplies		\$408.75

## 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 High 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 Liason
Ariana Caraza	ESE/ESOL Coordinator
Michelle Borrero	Reading Coach TITLE I
Monica Bejarano	Math/Science Coach TITLE I
Ansa Ahmed	Classroom Teacher
Joseph Ehnen	Classroom Teacher
Sandra Allison	Resource Teacher
Raquel Revuelta	Classroom Teacher
Ryan Wilson	Classroom Teacher
Sona David	Classroom Teacher
Emilio Garcia	Parent
Jessica Burchell	Parent
Michell Diaz	Parent
Natalia Perlaza	Parent

Name	Title
Maria Rodriguez	Parent
Tania Pulley	

**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 High, 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 High 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 Keily	Parent Liason
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, 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

- 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 We will have three meetings a year with ESOL/ELL parents to share the data points provided on the ACCESS exam which is given mid January. The WIDA screener is completed once a year when the student enters new into the country. Letters will be sent home regarding the three meetings a year to the families. The ELL committee which is composed of the ESOL COORDINATOR, Classroom Teachers, ESOL TEACHER, SBT TEAM MEMEBERS, and the administration to determine if the ELL plan is working for the benefit of the student. Emails will be sent to families to ensure that there is a check and balance system in place for ELL students as you want to ensure their success by providing them a dictionary, heritage language assistance, ESOL 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 ELL team and families regarding the plan to successfully help their child.

- 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 Program Services flier Meetings will be communicated with families via letters sent home as well as telephone calls. It is vital that emails are sent quarterly to ensure communication lines are open with the school and families. The Homeless committee which is composed of the Classroom Teachers, School Guidance Counselor, SBT TEAM MEMEBERS, and the administration to determine ways in which the school can support the student during their time in school to meet their individual needs. It is imperative that there is a check and balance system in place for Homeless students as you want to ensure their success by providing support academically and emotionally at school as well as provide assistance to parents so they know how to help their child be successful in school and have a safe at home environment. It is important that there is partnership agreement between the Homeless team and families regarding the plan to successfully help their child.

- Frequency

Quarterly meetings 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 -Picture of 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 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 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. We will hold Curriculum Night at our school where parents will be able to learn more in depth about the instructional material students are learning in the classroom. Parent/Teacher conferences will be held quarterly regarding students' progress academically and behaviorally throughout the year. '

- 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 -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. We have handicap parking in the front of the school as well as handicap ramps.

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

Photos of handicap parking, handicap accessible 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.

-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 High 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 (FAST, IXL, Reading Plus) 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 Reading Plus and Read 180 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).
- Opportunities to extend learning time.
- How the school ensures instruction is aligned to standards.
- How the school connects classroom learning to real world applications
- Courses/electives that are not considered core-content.
- How extra curricular opportunities enrich the students' education.
- Courses/electives that are focused on job skills.

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

## 1. Well-Rounded Education

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

This school has chosen to be exempt from this area.

## Professional Development

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

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

## 1. Professional Development

Somerset Academy Wellington High 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.