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

ELA

1. List prioritized needs statements.

FAST PM2 Data: 42% of our 6th graders are below proficiency. 39% of our 7th graders are below proficiency. 50% of our 8th graders are below proficiency. OVERALL: 45% of our middle school students are below proficiency. 55% of our ESE and/or ELL students are below proficiency. i-Ready Winter Diagnostic Data: 52% of our 6th graders are 1 or more grade level behind in reading levels. 51% of our 7th graders are 1 or more grade level behind in reading levels. 48% of our 8th graders are 1 or more grade level behind in reading levels. OVERALL: 50% of our middle school students are 1 or more grade level behind in reading levels.

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

Lack of materials/resources/technology. School needs assistance in offering more positive reinforcement for attendance, behavior, etc. Students placed in pull-out groups miss instructional time during core classes. Students need additional support in learning foundational skills (decoding strategies, vocabulary development, comprehension, study skills, etc.) necessary for progressively rigorous work. Teachers need additional support in executing classroom management strategies, engagement strategies, providing differentiated instruction/interventions for both ELL and SWD students, etc. Lack of parent capacity and knowledge of how to support learning at home.

3. Share possible solutions that address the root causes.

Having a 1:1 laptop-student ratio. More positive reinforcement and incentives for attendance, behavior, etc. Conducting pull-out groups during non-core classes. Explicitly teaching students foundational ELA skills, study skills, organizational skills, test-taking skills, etc. Provide extended learning opportunities through tutorial programs. Collaborative planning sessions with all teachers to develop an instructional calendar, and lesson planning including vertical planning. Classroom management, differentiated instruction, etc. PD for teachers. More support personnel for teachers and students, especially SWD and ELL students. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home.

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

- **Communication**

We will continue to communicate with our families in English, Spanish, and Haitian Creole. We will also continue to provide families with flyers, parent call-outs, texts, and emails, as well as providing information through our website, social media, and parent communication system. We will strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

- **Parent Training**

Parents will receive trainings that emphasize home-to-school connections and supporting student learning at home. They will also receive trainings that target important topics such as state testing. At trainings, parents will be given literacy materials/activities and math materials/activities to help support their child at home.

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

- **School**

Somerset Canyons will: Provide a safe learning environment for all students. Communicate frequently with students and families regarding individual student progress and behavior. Provide families with strategies, tools, and resources that can be used to support home learning. Employ qualified teachers that are equipped to provide highly effective instruction to all students. Collaborate with parents and the community to promote and develop each student's needs. Implement solutions to identified root causes.

- **Students**

Students will: Attend school on a regular basis, arrive to classes on time, and remain in classes for their full duration. Be appropriately dressed according to the school's dress code. Complete all assignments on time and to the best of their ability. Continue to acquire the skills (vocabulary, comprehension, etc.) needed to be successful in ELA/reading.

- **Parents**

Parents will: Ensure that students attend school on a regular basis and be on time. Monitor Google Classroom and PlusPortals for grades, completion of assignments, and attendance. Communicate with teachers about needs and concerns regarding their student's academic success. Participate in events and parent academies offered by the school. Assist students at home with homework, studying, etc.

- **Staff Training**

Staff will receive trainings that emphasize home-to-school connections, differentiated instruction techniques, classroom management, and more. Staff trainings will assist teachers in understanding how to better engage and support parents/families as they work with their students at home.

- **Accessibility**

We will continue to communicate with our families in English, Spanish, and Haitian Creole. We will also provide various times and dates for events/trainings so all stakeholders can attend. ESE students and families will continue to have open communication with our ESE department. ELL students and families will continue to have open communication with our ESOL department. Continue to provide support to all families as needed (Migrant and Homeless).

Math

1. **List prioritized needs statements.**

FAST PM2 Data: 75% of our 6th graders are below proficiency. 53% of our 7th graders are below proficiency. 60% of our 8th graders are below proficiency. OVERALL: 54% of our middle school students are below proficiency. 76% of our ESE and/or ELL students are below proficiency. i-Ready Winter Diagnostic Data: 50% of our 6th graders are 1 or more grade level below proficiency. 73% of our 7th graders are 1 or more grade level below proficiency. 92% of our 8th graders are 1 or more grade level below proficiency. OVERALL: 72% of our middle school students are 1 or more grade level below proficiency.

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

Lack of materials/resources/technology. School needs assistance in offering more positive reinforcement for attendance, behavior, etc. Students placed in pull-out groups miss instructional time during core classes. Students need additional support in learning foundational skills (basic operations, number sense, study skills, etc.) necessary for progressively rigorous work. Teachers need additional support in executing classroom management strategies, engagement strategies, providing differentiated instruction/interventions for both ELL and SWD students, etc. Lack of parent capacity and knowledge of how to support learning at home.

3. Share possible solutions that address the root causes.

Having a 1:1 laptop-student ratio. More positive reinforcement and incentives for attendance, behavior, etc. Conducting pull-out groups during non-core classes. Explicitly teaching students foundational math skills, study skills, organizational skills, test-taking skills, etc. Provide extended learning opportunities through tutorial programs. Collaborative planning sessions with all teachers to develop an instructional calendar, and lesson planning including vertical planning. Classroom management, differentiated instruction, etc. PD for teachers. More support personnel for teachers and students, especially SWD and ELL students. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home.

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

- Communication

We will continue to communicate with our families in English, Spanish, and Haitian Creole. We will also continue to provide families with flyers, parent call-outs, texts, and emails, as well as providing information through our website, social media, and parent communication system. We will strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

- Parent Training

Parents will receive trainings that emphasize home-to-school connections and supporting student learning at home (eg. Math Night to provide strategies to improve student fluency and foundational skills, basic facts for addition, subtraction, multiplication, and division at home). They will also receive trainings that target important topics such as state testing.

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

- School

Somerset Canyons will: Provide a safe learning environment for all students. Communicate frequently with students and families regarding individual student progress and behavior. Provide families with strategies, tools, and resources that can be used to support home learning. Employ qualified teachers that are equipped to provide highly effective instruction to all students. Collaborate with parents and the community to promote and develop each student's needs. Implement solutions to identified root causes.

- **Students**

Students will: Attend school on a regular basis, arrive to classes on time, and remain in classes for their full duration. Be appropriately dressed according to the school's dress code. Complete all assignments on time and to the best of their ability. Continue to acquire the skills (vocabulary, number sense, etc.) needed to be successful in math.

- **Parents**

Parents will: Ensure that students attend school on a regular basis and be on time. Monitor Google Classroom and PlusPortals for grades, completion of assignments, and attendance. Communicate with teachers about needs and concerns regarding their student's academic success. Participate in events and parent academies offered by the school. Assist students at home with homework, studying, etc.

- **Staff Training**

Staff will receive trainings that emphasize home-to-school connections, differentiated instruction techniques, classroom management, and more. Staff trainings will assist teachers in understanding how to better engage and support parents/families as they work with their students at home.

- **Accessibility**

We will continue to communicate with our families in English, Spanish, and Haitian Creole. We will also provide various times and dates for events/trainings so all stakeholders can attend. ESE students and families will continue to have open communication with our ESE department. ELL students and families will continue to have open communication with our ESOL department. Continue to provide support to all families as needed (Migrant and Homeless).

Science

1. List prioritized needs statements.

District Science Midterm Data: 44% of our middle schoolers did not pass the district Biology midterm. 79% of our 8th graders did not pass the district 8th Grade Science midterm. OVERALL: 67% of our middle school students are below proficiency in Science. 88% of our ESE and/or ELL students are below proficiency.

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

Lack of materials/resources/technology. School needs assistance in offering more positive reinforcement for attendance, behavior, etc. Teachers need additional support in executing classroom management strategies, engagement strategies, providing differentiated instruction/interventions for both ELL and SWD students, etc. Lack of reading stamina, ELA skills, and the understanding of science vocabulary needed to take FSA science. Students missing fair game benchmarks in lower grades. Lack of parent capacity and knowledge of how to support learning at home.

3. Share possible solutions that address the root causes.

Explicitly teaching students study skills, organizational skills, test-taking skills, etc. Having a 1:1 laptop-student ratio. Collaborative planning sessions with all teachers to develop an instructional calendar, and lesson planning including vertical planning. Classroom management, differentiated instruction, etc. PD for teachers. More positive reinforcement and incentives for attendance, behavior, etc. More support personnel for teachers and students, especially SWD and ELL students. Provide extended learning opportunities through tutorial programs for science during the morning, after school, and in summer. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home.

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

- Communication

We will continue to communicate with our families in English, Spanish, and Haitian Creole. We will also continue to provide families with flyers, parent call-outs, texts, and emails, as well as providing information through our website, social media, and parent communication system. We will strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

- Parent Training

Parents will receive trainings that emphasize home-to-school connections and supporting student learning at home. They will also receive trainings that target important topics such as state testing. At trainings, parents will be given literacy materials/activities to help support their child at home.

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

- **School**

Somerset Canyons will: Provide a safe learning environment for all students. Communicate frequently with students and families regarding individual student progress and behavior. Provide families with strategies, tools, and resources that can be used to support home learning. Employ qualified teachers that are equipped to provide highly effective instruction to all students. Collaborate with parents and the community to promote and develop each student's needs. Implement solutions to identified root causes.

- **Students**

Students will: Attend school on a regular basis, arrive to classes on time, and remain in classes for their full duration. Be appropriately dressed according to the school's dress code. Complete all assignments on time and to the best of their ability. Continue to acquire the skills (vocabulary, comprehension, etc.) needed to be successful in science.

- **Parents**

Parents will: Ensure that students attend school on a regular basis and be on time. Monitor Google Classroom and PlusPortals for grades, completion of assignments, and attendance. Communicate with teachers about needs and concerns regarding their student's academic success. Participate in events and parent academies offered by the school. Assist students at home with homework, studying, etc.

- **Staff Training**

Staff will receive trainings that emphasize home-to-school connections, differentiated instruction techniques, classroom management, and more. Staff trainings will assist teachers in understanding how to better engage and support parents/families as they work with their students at home.

- **Accessibility**

We will continue to communicate with our families in English, Spanish, and Haitian Creole. We will also provide various times and dates for events/trainings so all stakeholders can attend. ESE students and families will continue to have open communication with our ESE department. ELL students and families will continue to have open communication with our ESOL department. Continue to provide support to all families as needed (Migrant and Homeless).

Social Studies

1. List prioritized needs statements.

District Civics Midterm Data: 44% of our middle school students did not pass the district midterm and are below proficiency. 35% of our ESE and/or ELL students are below proficiency.

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

Lack of materials/resources/technology. School needs assistance in offering more positive reinforcement for attendance, behavior, etc. Teachers need additional support in executing classroom management strategies, engagement strategies, providing differentiated instruction/interventions for both ELL and SWD students, etc. Lack of reading stamina, ELA skills, as well as missing vocabulary and prior knowledge needed for social studies. Lack of parent capacity and knowledge of how to support learning at home.

3. Share possible solutions that address the root causes.

Explicitly teaching students study skills, organizational skills, test-taking skills, etc. Having a 1:1 laptop-student ratio. Collaborative planning sessions with all teachers to develop an instructional calendar, and lesson planning including vertical planning. Classroom management, differentiated instruction, etc. PD for teachers. More positive reinforcement and incentives for attendance, behavior, etc. More support personnel for teachers and students, especially SWD and ELL students. Provide extended learning opportunities through tutorial programs for science during the morning, after school, and in summer. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home.

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

• Communication

We will continue to communicate with our families in English, Spanish, and Haitian Creole. We will also continue to provide families with flyers, parent call-outs, texts, and emails, as well as providing information through our website, social media, and parent communication system. We will strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning. We will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress.

• Parent Training

Parents will receive trainings that emphasize home-to-school connections and supporting student learning at home. They will also receive trainings that target important topics such as state testing.

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

- **School**

Somerset Canyons will: Provide a safe learning environment for all students. Communicate frequently with students and families regarding individual student progress and behavior. Provide families with strategies, tools, and resources that can be used to support home learning. Employ qualified teachers that are equipped to provide highly effective instruction to all students. Collaborate with parents and the community to promote and develop each student's needs. Implement solutions to identified root causes.

- **Students**

Students will: Attend school on a regular basis, arrive to classes on time, and remain in classes for their full duration. Be appropriately dressed according to the school's dress code. Complete all assignments on time and to the best of their ability. Continue to acquire the skills (background knowledge, vocabulary, comprehension, etc.) needed to be successful in social studies.

- **Parents**

Parents will: Ensure that students attend school on a regular basis and be on time. Monitor Google Classroom and PlusPortals for grades, completion of assignments, and attendance. Communicate with teachers about needs and concerns regarding their student's academic success. Participate in events and parent academies offered by the school. Assist students at home with homework, studying, etc.

- **Staff Training**

Staff will receive trainings that emphasize home-to-school connections, differentiated instruction techniques, classroom management, and more. Staff trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home. (Social Studies)

- **Accessibility**

We will continue to communicate with our families in English, Spanish, and Haitian Creole. We will also provide various times and dates for events/trainings so all stakeholders can attend. ESE students and families will continue to have open communication with our ESE department. ELL students and families will continue to have open communication with our ESOL department. Continue to provide support to all families as needed (Migrant and Homeless).

Acceleration Success

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?

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This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

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

Budget Total: \$196,527.50

Acct Description	Description									
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="449 293 1394 391">Item</th> <th data-bbox="1394 293 1541 391">Quantity</th> <th data-bbox="1541 293 1709 391">Rate</th> <th data-bbox="1709 293 1898 391">Type</th> <th data-bbox="1898 293 2024 391">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	FastBridge - Subscriptions use to remediate Tier 2-3 students below grade level , ELA/Reading, grades 6-8 (180 students)	180	\$10.00	Original	\$1,800.00					
	FastBridge - System Management Workshop (PD Training), ELA/Reading, grades 6-8 (180 students)	1	\$500.00	Original	\$500.00					
	BT 4012.1 Amendment 19 Added - Top Score Writing to support instructional planning and delivery	1	\$2,160.00	Amendment	\$2,160.00					
	BT 4012.1 Amendment 19 Added - IXL ELA/Math 6-8 for instructional practice -	1	\$5,306.25	Amendment	\$5,306.25					
BT 4012.1 Amendment 19 Added - iReady Supplemental Instruction Site License to support student achievement - ELA/Math 6-8	1	\$26,112.00	Amendment	\$26,112.00						
Computer HW; cap	<table border="1"> <thead> <tr> <th data-bbox="449 976 1394 1073">Item</th> <th data-bbox="1394 976 1541 1073">Quantity</th> <th data-bbox="1541 976 1709 1073">Rate</th> <th data-bbox="1709 976 1898 1073">Type</th> <th data-bbox="1898 976 2024 1073">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	DISSOLVED LINE * SEE NOTES FOR INFORMATION - Lenovo Laptops - Lenovo Think Pads for student use online programs for all grades and content areas	-25	\$1,100.00	Original	-\$27,500.00					
	Cleartouch - interactive panels - Smart boards for instructional use	15	\$4,300.00	Original	\$64,500.00					
	Laptop Cart to charge Lenovo Laptops	2	\$2,000.00	Original	\$4,000.00					
tld - BT 4012.1 Amendment 19 Removing 10 Cleartouch interactive panels in order to create or increase other budget lines	10	-\$4,300.00	Amendment	-\$43,000.00						

Acct Description	Description												
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="445 168 1415 250">Item</th> <th data-bbox="1415 168 1562 250">Quantity</th> <th data-bbox="1562 168 1705 250">Rate</th> <th data-bbox="1705 168 1894 250">Type</th> <th colspan="2" data-bbox="1894 168 2020 250">Total</th> </tr> </thead> </table>						Item	Quantity	Rate	Type	Total		
	Item	Quantity	Rate	Type	Total								
	<table border="1"> <tr> <td data-bbox="445 266 1415 363">Headphones Class Sets to support student learning when using computer devices for all grades and all content areas.</td> <td data-bbox="1415 266 1562 363">600</td> <td data-bbox="1562 266 1705 363">\$6.00</td> <td data-bbox="1705 266 1894 363">Original</td> <td colspan="2" data-bbox="1894 266 2020 363">\$3,600.00</td> </tr> </table>						Headphones Class Sets to support student learning when using computer devices for all grades and all content areas.	600	\$6.00	Original	\$3,600.00		
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<table border="1"> <tr> <td data-bbox="445 380 1415 532">BT 4012.1 Amendment 19 *Moved and increased quantity for Lenovo Laptop/Think Pads - for student use online programs for all grades and content areas</td> <td data-bbox="1415 380 1562 532">90</td> <td data-bbox="1562 380 1705 532">\$890.00</td> <td data-bbox="1705 380 1894 532">Amendment</td> <td colspan="2" data-bbox="1894 380 2020 532">\$80,100.00</td> </tr> </table>						BT 4012.1 Amendment 19 *Moved and increased quantity for Lenovo Laptop/Think Pads - for student use online programs for all grades and content areas	90	\$890.00	Amendment	\$80,100.00			
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Supplies	<table border="1"> <thead> <tr> <th data-bbox="445 548 1150 630">Item</th> <th data-bbox="1150 548 1297 630">Quantity</th> <th data-bbox="1297 548 1465 630">Rate</th> <th data-bbox="1465 548 1705 630">Supply Type</th> <th data-bbox="1705 548 1894 630">Type</th> <th colspan="2" data-bbox="1894 548 2020 630">Total</th> </tr> </thead> </table>						Item	Quantity	Rate	Supply Type	Type	Total	
	Item	Quantity	Rate	Supply Type	Type	Total							
	<table border="1"> <tr> <td data-bbox="445 646 1150 743">Sticky Notes (pack of 48), Box of Pencils, Box of Pens (240 count)</td> <td data-bbox="1150 646 1297 743">1</td> <td data-bbox="1297 646 1465 743">\$900.00</td> <td data-bbox="1465 646 1705 743">General Supplies</td> <td data-bbox="1705 646 1894 743">Original</td> <td colspan="2" data-bbox="1894 646 2020 743">\$900.00</td> </tr> </table>						Sticky Notes (pack of 48), Box of Pencils, Box of Pens (240 count)	1	\$900.00	General Supplies	Original	\$900.00	
	Sticky Notes (pack of 48), Box of Pencils, Box of Pens (240 count)	1	\$900.00	General Supplies	Original	\$900.00							
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	Chart Paper, box of 6	4	\$95.00	General Supplies	Original	\$380.00							
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	Expo Markers {12 Colors -pack of 36), Expo Markers (4 Colors -pack of 36)	1	\$235.00	General Supplies	Original	\$235.00							
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Calculators	1	\$3,000.00	Manipulatives	Original	\$3,000.00								
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Notebook Paper, box of 24 packs to support student learning	4	\$70.00	General Supplies	Original	\$280.00								
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<table border="1"> <tr> <td data-bbox="445 1401 1150 1497">Hanging Folders, pack of 75</td> <td data-bbox="1150 1401 1297 1497">10</td> <td data-bbox="1297 1401 1465 1497">\$30.00</td> <td data-bbox="1465 1401 1705 1497">General Supplies</td> <td data-bbox="1705 1401 1894 1497">Original</td> <td colspan="2" data-bbox="1894 1401 2020 1497">\$300.00</td> </tr> </table>						Hanging Folders, pack of 75	10	\$30.00	General Supplies	Original	\$300.00		
Hanging Folders, pack of 75	10	\$30.00	General Supplies	Original	\$300.00								

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Graph Paper to support student learning	2	\$38.00	General Supplies	Original	\$76.00
	Colored Pastel Copy Paper (Staples), assorted	40	\$10.00	General Supplies	Original	\$400.00
	Case of Copy Paper (Staples) case to support student learning and delivery of instruction	54	\$48.00	General Supplies	Original	\$2,592.00
	Batteries	1	\$1,000.00	Technology	Original	\$1,000.00
	Adjustment - benefits credit and final allocation.	1	\$964.50	General Supplies	Other	\$964.50
	BT 4012.1 Amendment 19 Increased line for additional ink ink	1	\$1,000.00	Technology	Amendment	\$1,000.00
	BT 4012.1 Amendment 19 Added - Voyager Reading Curriculum for intensive reading classes for struggling students to increase student achievement	1	\$21,410.00	Instructional Materials	Amendment	\$21,410.00
	BT 4012.1 Amendment 19 Added - Top Score Writing Curriculum Books to support writing instruction	1	\$13,815.00	Instructional Materials	Amendment	\$13,815.00
	BT 4012.1 Amendment 19 Increased line for protractors and compass sets and items currently in SWP	1	\$3,116.75	General Supplies	Amendment	\$3,116.75
Resource Teacher	Resource teacher will work with students grades 6-8 in ELA/Reading who are below proficiency, Name TBD					

Acct Description	Description
Resource Teacher	Resource teacher will work with students grades 6-8 in math who are below proficiency, Name TBD.

Action Step: Professional Learning

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

Budget Total: **\$8,537.00**

Acct Description	Description											
Webinar /PL with Purchase	Item					Quantity	Rate	Type	Total			
	BT 4012.1 Amendment 19 Created - Onsite launch training PL for Voyager Curr.					1	\$4,600.00	Amendment	\$4,600.00			
Supplies	Item				Quantity	Rate	Supply Type	Type	Total			
	General Supplies: copy paper, chart paper, post-it notes, markers, pens, pencils, etc.				1	\$1,805.00	General Supplies	Original	\$1,805.00			
	Toner cartridges for Title I printer various colors				3	\$130.00	Technology	Original	\$390.00			
	Toner cartridges for Title I printer Black				2	\$198.00	Technology	Original	\$396.00			
Teacher Collaboration	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	ELA, Reading, Math, Science, Social Studies Dept. Heads; Department heads				5	\$25.00	1	1	10	Certified	Original	\$1,250.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	will come together once a month to collaboratively plan lessons and pacing between departments, as well as analyze data and develop best practices for facilitating inter-departmental teamwork for student learning. (July 2025 - April 2026)								

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: \$4,232.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Parent Support by Comm Language Facilitator	Certified staff to support parent trainings	8	\$25.00	1	2	2	Certified	Original	\$800.00
Supplies		Quantity	Rate	Supply Type		Type	Total		
	Toner cartridges for Title I printer Black	2	\$198.00	Technology		Original	\$396.00		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper to support parent trainings and school-home communication	19	\$45.00	General Supplies	Original	\$855.00
	Toner cartridges for Title I printer (Cayan, Magenta, yellow)	6	\$130.00	Technology	Original	\$780.00
	Refreshments for parent trainings	3	\$100.00	Program Supplies	Original	\$300.00
	Manipulatives/General supplies: for parent training (chart paper, markers, pencils, pen, etc)	1	\$2,040.00	Manipulatives	Original	\$2,040.00
	BT 4012.1 Amendment 19 Reducing line * Review notes from 08.12	-1	\$1,000.00	Manipulatives	Amendment	-\$1,000.00

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

Name	Title
George Groezinger	Principal
Michael Amendola	Assistant Principal
Ashley Tokan	Assistant Principal
Lisa Klein	Lead Teacher
Shelby Wingate	Title I Coordinator
Lexi Smith	Classroom Teacher
Callie Shaffer	Parent Liaison
Kelly Van Herskowitz	Classroom Teacher
Kristine Belizaire	Classroom Teacher
Cynthia Lambert	Parent
Ripa Halder	Parent

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

All parents and community members were invited and welcome to attend and give feedback at our Stakeholder meeting on March 5th, 2025. The members above are those that attended the meeting to provide input. Interested parties who wanted to assist our school with meeting our Title 1 goals, volunteered to be part of the team. The members are a representation of the demographics of our school. Teachers and staff attended a meeting on February 24th and were given an opportunity to participate and give feedback as well. Our team consists of administration, teachers, and parents.

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

The Leadership meeting to develop the CNA was held on January 22nd at 3:00PM, and the stakeholder meeting was held on March 5th at 5:30PM. Data was presented at both meetings and discussed by all who attended in person and virtually as well. The leadership team met to review all the feedback and consolidated the data into the Comprehensive Needs Assessment launcher. The input collected was used to develop our Title I Schoolwide Plan.

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

Based on the data and findings from the leadership meetings and the staff input, a presentation for stakeholders was prepared, explained and discussed at the March 5th Stakeholder meeting. A brainstorming session was held during the meeting to collect feedback from the stakeholders. Based on the feedback, we will send out a survey to parents and families to see when the most convenient times for them to attend our parent academies are. We will make sure we send communication through email, Robo call system, flyers, Colegia, and Google Classroom. Parents stated they needed more support with continuing their students' learning at home to help their students become proficient. For teachers, it was determined that there was a need for trainings on how to differentiate instruction, engage and connect with families better, and to implement strong classroom management skills. We are purchasing the following supplies for our Title 1 parent engagement meetings: printer toner, copy paper, and food for our meetings. We will invite parents and families to learn how to best support their students' learning outside of the classroom during parent training events. We will also host staff trainings to teach how to better engage with families, using these programs as well.

Name	Title
George Groezinger	Principal
Michael Amendola	Asst. Principal
Ashley Tokan	Asst. Principal
Lisa Klein	Asst. Principal
Angie Calvacca	Title I Liason
Lexi Smith	Classroom teacher
Amy Schoenwetter	Treasurer
Callie Shaffer	Registrar
Veronica Dasilva	Parent

Annual Parent Meeting

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

September 10th, 2025 @ 5:00PM, Middle School Cafeteria (Same day as MS Open House)

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

Stakeholders will be notified via email, flyers, social media posts (Facebook & Instagram), and Google Classroom postings as well. We will also send out notifications in Spanish as well as Creole.

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

We will prepare an invitation, our Annual Meeting slideshow, agendas, handouts, as well as the PFEP and student compact in multiple languages. A survey will be used at the conclusion of the meeting to gather feedback from stakeholders.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Using Technology to Strengthen School-Family Connections

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

Teachers will learn how to utilize technology to enhance communication and engagement with families.

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

Teachers and staff will be more comfortable using technology to facilitate regular communication and create more opportunities for family involvement.

• What will teachers submit as evidence of implementation?

Samples of communication with parents via technology methods. (ie. website, emails, gradebook messaging, etc.)

• Month of Training

September

- Responsible Person(s)

Angie Calvacca

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective Parent Conferencing Strategies

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

Staff will learn strategies that create a structured framework for conducting positive, collaborative conferences/data chats with parents and students.

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

This training will help foster positive conversations between teachers and families. Conversations will be more productive and therefore facilitate a more effective partnership between Somerset Canyons, our students, and their families.

- What will teachers submit as evidence of implementation?

Parent conference forms, data chat forms, parent communication logs, and/or email correspondence with families.

- Month of Training

January

- Responsible Person(s)

Angie Calvacca

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Middle School Survival Guide

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

Parents will learn about quality points and how to strategically prepare their students for eventual promotion to high school. This includes discussions about scheduling, testing, our career academies, studying techniques, and more. In addition, parents will learn how to navigate and utilize Colegia, iReady, PlusPortals, IXL, Reading Plus, FAST website, and our school website.

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

Parents will be handed laptops to explore our website and other programs/resources to get the latest information about our school, courses, extra-curricular activities, how to monitor grades, FAST scores, etc.

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

The training will empower parents to be actively involved in their child's education, support learning at home, and be more in-tune with opportunities and events offered by our school.

- Date of Training

September

- Responsible Person(s)

TBD

- **Resources and Materials**

Laptops for interactive component, middle school graduation requirements, information about our Pre-AICE, AICE, and dual enrollment programs, and information about the various technology/programs used at Somerset Canyons.

- **Amount (e.g. \$10.00)**

90

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Study Skills for Home

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

Parents will learn easy study techniques, habits, and games to assist their child with home learning.

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

Parents will be given manipulatives and study supplies to practice study techniques and learn to play study games.

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

The training will empower parents to be actively involved in their child's education, support learning at home, and foster a stronger home-to-school connection.

- **Date of Training**

January 2026

- Responsible Person(s)

TBD

- Resources and Materials

Manipulatives, study supplies

- Amount (e.g. \$10.00)

90

5. Parent and Family Capacity Building Training #3

- Name of Training

Left on Read: Stop Scrolling and Start Reading!

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

Parents will learn how to make their own "book club" at home to encourage reading in their students by learning ways to read alongside their child. Relevant, age-appropriate books will be purchased in twos and given to parents - one for them and one for their student.

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

Families will be taught language stems, prompts, and questions to ask their child as they read through their books together. The language stems/question-asking will be modeled and then gradually released to the adult participants to try with their child.

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

Parents and families can help inspire their children to love reading by reading together with them. The questions and prompts that parents learn at the training will deepen oral language, fluency skills, positive child-parent interactions, increase of reading at home, and comprehension.

- Date of Training

February

- Responsible Person(s)

TBD

- Resources and Materials

Books for families to take home, worksheets of language stems/prompts/questions to ask while reading

- Amount (e.g. \$10.00)

90

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Mckinney-Vento Program Services

- Describe how agency/organization supports families.

This program coordinates assistance for families who are facing homelessness or are temporarily unhoused. It provides resources that would otherwise not be available to students.

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

Home surveys, program promotion through flyers, and slides from Annual Title I meeting.

- Frequency

As needed

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

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

The Safe Schools Office monitors the implementation of the Fortify FL app which allows the immediate reporting of suspicious activity in addition to other provisions of the Marjory Stoneman Douglas High School Public Safety Act.

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

School Website Announcements, Push Notifications/emails, and slides from Open House/Parent Orientation

- Frequency

Quarterly and/or as needed

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

The multicultural department supports families of various cultures with resources that they have available, such as translated materials. The department has meetings annually and invites parents to attend.

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

All invitations, presentations, and handouts (when applicable) are sent out in 3 languages, English, Spanish, and Haitian Creole.

- Frequency

Yearly

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

Somerset Academy Canyons Middle School will provide timely information regarding Title I programs, meetings, parent academies, and other activities. This will be done via email, school website, social media (Facebook & Instagram), and notifications sent home with students. Teachers will send notifications to parents via email and phone calls when appropriate. We will ensure that communication is sent out in the languages that are present in our school.

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

Push notifications/emails, Invites/flyers to parent trainings, SAC meetings, and other school events/activities, school's newsletter, School-Parent Compact, Parent's Right-to-Know letters, screenshots of social media posts about Title I Annual Meeting and other school activities and events. These notifications will be provided in multiple languages.

- **Description**

Information regarding academic programs, Florida BEST Standards, Grade Level Expectations, and forms of academic assessment will be shared with parents during Open House, parent/teacher conferences, parent universities, and any other time a parent requests such information. Progress Monitoring data and other types of assessment data that used to measure student progress during parent quarterly meetings, parent/teacher conferences, and parent data chats. Review student progression plan and requirements for progression.

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

Parent Conference forms/communication, Push Notifications, Progress Reports, Open House slides, teacher syllabus, and middle school quality points informational flyer.

- **Description**

During parent trainings, letters sent home, Open House, and parent-teacher conferences, the school will inform parents about all assessments used to measure student progress, and about the achievement levels of state academic standards. They will also be informed through the FLDOE website in their home language.

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

Testing calendar, data chat forms, school grading policy/teacher syllabus, progress reports, parent conference notes, student/parent handbook, and Open House slides.(including invitation, sign-in, and presentation)

- Description

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

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

Screenshot of information on the website, agendas from meetings/trainings, Title I Annual meeting/SAC meeting invitations and sign-in sheets.

- Description

Stakeholders were asked during our Stakeholder Input Meeting (03/05/25) what days/times work best for them to attend trainings. We will offer meetings and trainings on different days of the week and at different times, when applicable. Title I presentations will be posted to the website, so that parents who could not attend the meeting can have access to the items discussed. Virtual meetings could potentially be an option.

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

We will upload the meeting invitations that show different days/times, screenshots from the website, and parent surveys.

Accessibility

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

Written translations of documents will be provided to parents. We have a Spanish speaking School Counselor, Office Staff, Community Language Facilitators, Parent Liaisons, and our ESOL Coordinator. We also have several additional staff who speak Creole and Spanish. The Compact and the PFEP will be translated into 3 languages, English, Spanish, and Creole.

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

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

- Description

Somerset Academy Canyons Middle School is handicap accessible, has handicapped parking, and also has an elevator to travel between floors.

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

Photos of wheelchair ramps, elevator, and handicap parking will be provided.

- Description

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

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

School counselor referrals to the Migrant Department and Migrant Education Program, meeting notes, and flyer of services offered. In addition, any correspondence created can be included, if applicable.

- Description

Our school counselors are available to families experiencing homelessness with the necessary resources for students to be successful (e.g. school supplies, uniforms, and hygiene supplies). If we receive a student who is homeless we will complete a form 2479 Student Housing Questionnaire.

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

Copies of completed (SHQ) Form 2479, the McKinney-Vento program informational flyer of services offered, and emails/meeting notes to families can be utilized as well.

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

Somerset Academy Canyons Middle School has chosen to be exempt from this area.

- Brief Description

Somerset Academy Canyons Middle 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

Somerset Academy Canyons Middle School has chosen to be exempt from this area.

- Brief Description

Somerset Academy Canyons Middle 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

Somerset Academy Canyons Middle School has chosen to be exempt from this area.

- Brief Description

Somerset Academy Canyons Middle School has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Somerset Canyons strives to provide students with counseling support whenever needed through our school counselors. Our school is committed to building students' non-academic skills which ultimately support their academic growth. All staff attend Youth mental health training. Our school counselors provide assistance for students to promote healthy habits, anger management, and coping skills. We are implementing a new PBIS system using positive behavior universal guidelines "3R's: Responsible, Respectful, and Ready to Learn". Posters will be placed around the campus to provide reinforcement and reminders. Positive praise and classroom incentives are used to reinforce behavior and monthly assemblies to recognize good character are also in place. We offer enrichment clubs and have a robust athletics program to develop healthy habits, provide community service, build character, and introduce life skills.

SBT/MTSS Implementation

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 identifies students who need additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed 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 EasyCBM. Parents are informed of their child's response to intervention status via letter sent home and parent conference. Administration and teachers practice shared decision-making in an effort to meet the needs of all students during SBT meetings, grade-level meetings, and data chats. All SBT information is entered into the district's Student Information System. Teachers participate in SBT meetings where the analysis of academic data and behavioral concerns are discussed. Students are tiered according to data concerns. Tier 1 Implementation: 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, students participate in the Achieve 3000 Literacy program for reading as well as iReady Reading and Math Instruction and IXL Skills Practice for math. In order to ensure a positive learning environment students utilize a schoolwide PBIS which includes adherence to the "3 R's" (Responsible, Respectful, and Ready to Learn). Tier 2 Implementation: In addition to Tier 1 instruction, identified academic Tier 2 students receive an additional 30 minutes of intensive intervention 4 times a week. Interventions are focused on skills that pose a barrier to student learning. Student-centered data are used to identify groups of students who share the same academic need. Students needing Tier 2 intervention are scheduled into Intensive Reading and/or Math classes and progress monitored accordingly. Students needing Tier 2 behavior interventions receive a behavior intervention plan and are monitored through check-ins with designated school staff. 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 additional 30 minutes daily in a targeted area identified by the SBT. Tier 3 behavioral students receive individualized behavior plans and are monitored daily by designated school staff.

Provision of a Well-Rounded Education

1. Well-Rounded Education

At Somerset Canyons, it is our priority to have 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 the Fine Arts (music and visual arts), Physical Education, Health, Social Studies, and a variety of CTE and Medical courses. Our academies course tracks offer courses in Medicine, Business management, and Computer Technology that can lead to careers in these fields. Throughout the day, students also participate in ongoing novel studies, hands-on project based learning, and social events that help students not only develop the academic skills necessary to succeed in the 21st century, but also the social skills to excel. After school we provide students with opportunities to participate in sports teams, bootcamps, and clubs. Some examples of these activities are fashion club, student government association, football, basketball, baseball, band, chorus, gaming club, cheer team, STEM club, and chess club. Academic bootcamps are also offered to students needing additional practice or enrichment. 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 AMP (Advanced Math Placement). Our AMP classes provide acceleration and enrichment in math for students who demonstrate the need and desire to be challenged. Students in our accelerated educational track participate in Honors and AICE courses in Reading, Math, Social Science, and/or Science. Specific data is also reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FAST, iReady, IXL, and Achieve 3000. 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 small group environment, utilizing iReady Tools for Instruction to meet the needs of students who need additional interventions in reading and/or mathematics. Students that scored a level 1 or 2 in FSA Mathematics and/or Reading are enrolled in an intensive course to bridge learning gaps and focus on specific skills.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Our curriculum is based on the preparing students for college and careers. Curriculum has been developed by teachers that incorporates the hands-on skills for students to be ready for post-secondary opportunities and the workforce. We offer accelerated courses for our students. We also have guest speakers come to our campus to educate and offer our students about their occupation 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. Additionally, college and career awareness events through our guidance programs include: career day/week, speakers, campus visits and collaboration of volunteers on campus who speak to students about various programs and opportunities, such as their majors, sports teams, etc. Our curriculum embeds career planning and research to further prepare our students for college and careers. Students are participate in project-based learning activities with a focus on global-local skills. Somerset Canyons is also dedicated to advanced placement by offering Dual Enrollment and the AICE Program for students that qualify. Qualified middle school students may begin to participate in Dual Enrollment with Doral College. In addition, qualified students are able to take online courses to accelerate their high school credits through Somerset Virtual Academy. This aids in college preparedness and gives an opportunity to take technical courses beyond the school's course offerings.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school does not serve K-5 students and is therefore exempt in this area.

Professional Learning

1. Professional Learning

Professional development is an ongoing service on our campus. We survey all teachers at the beginning of the year to identify their personal needs/wants in professional development. Through numerous ongoing walk-throughs and classroom observations we further identify areas for growth and improvement. Our instructional coach aids individual teachers to provide professional growth feedback according to formal and informal observations utilizing the coaching cycle. Teachers are supported and provided with professional development with a variety of coaching techniques, such as lesson modeling, co-teaching, and co-planning. Teachers and staff have additional opportunities to attend professional development through the district courses offered as well as what is offered through Doral Leadership Institute. Somerset Canyons participates in the Educator Support Program and has implemented a mentor program for our new teachers and teachers needing additional support. We also participate in professional development offered by the Palm Beach County School District and Doral Leadership Institute to assist teachers with improving their instructional pedagogy, gain initial certification, and add endorsements to their certificate. Our administration annually takes a team to participate in the National Charter School Convention and to the Get Your Teach On Convention. Teachers and staff bring back useful and engaging ideas to share with staff for implementation throughout the school year.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

To recruit highly effective educators we attend and host career fairs throughout the area at colleges and other venues. 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 and social media. We coordinate with Doral College to offer Sponsored Degrees where support staff can attend college for free with a work agreement. Somerset also offers tuition reimbursement for those seeking a higher degree or alternate certification. 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 events and an open door policy of support and teamwork which contribute to good school culture and community, thus increasing the retention rate of our staff. In addition, novice teachers are supported through our new educator program according to individual needs and observations. The Educator Support Program and the mentor program provide targeted professional development in classroom management, instructional delivery, and lesson planning. They are assigned a mentor teacher who serves as a guide throughout the year.