
Title I Comprehensive Schoolwide Plan
SOMERSET ACADEMY LAKES (4091)

ELA

1. List prioritized needs statements.

According to FY25 FAST PM2 data ELA proficiency is below 50%. 3rd Grade ELA proficiency is 55%, 4th grade ELA proficiency is 50% and 5th grade ELA proficiency is 33.3%. There is a need to address ELA proficiency and learning gains to at least 60% overall as part of our goals for FY26.

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

- Instructional support for below level readers - Students lack foundational skills - Students lack reading comprehension skills and fluency - Parents lack skills necessary to assist students with reading at home - Teachers need assistance in unpacking ELA benchmarks - Need for improved partnership between parents and teachers

3. Share possible solutions that address the root causes.

- Additional staff or training to support teachers through student-centered coaching cycles - Work with students in small groups on targeted skills - Supplemental Technology Platforms that provide personalized reading support - Resources to facilitate more parent universities - Resources to assist with targeted instruction

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

• Communication

Communicate Title One information through ALMA Gradebook Bulletins, REMIND 101 Notifications, Website Announcements, Social Media and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions in both English and Spanish

• Parent Training

Supporting Literacy at Home, Homework and Study Skills

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

- **School**

provide ongoing support and professional development for teachers

- **Students**

complete assignments in a timely manner and attend school daily and on time

- **Parents**

attend parent conferences

- **Staff Training**

Discussing data with parents and what they can do to better support reading at home

- **Accessibility**

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas.

Math

1. List prioritized needs statements.

According to FY25 FAST PM2 Assessments, Math proficiency is below 50%. 3rd Grade math proficiency is 55%, 4th grade is 50% and 5th grade is 33%. There is a need to increase overall math proficiency to 60% to align with schoolwide goals.

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

- Content Specific Vocabulary needs to be reinforced - Low Reading Comprehension Skills affects students ability to understand problems - Lack of math fluency - Students need more opportunities to practice after school and at home - Parents lack skills necessary to assist students with math fluency at home - Teachers need assistance in unpacking Math benchmarks and overall instructional delivery

3. Share possible solutions that address the root causes.

- Support Personnel to train teachers on differentiated instruction - Interventionist for small group instruction - Provide parent training to assist students with math fluency strategies - Tutoring and small group intervention in an extended learning environment. - Parent Universities - Online Technology Platforms for at-home practice - Additional resources for remediation including manipulatives

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

• Communication

Communicate Title One information through ALMA Gradebook Bulletins, REMIND 101 Notifications, Website Announcements, Social Media and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions in both English and Spanish

• Parent Training

Using Math Manipulatives at Home

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

• School

have parent trainings with teachers to help support learning at home

- **Students**

do homework and math projects

- **Parents**

help students complete homework

- **Staff Training**

Recording step by step examples for parents to use at home

- **Accessibility**

Presentations in both English and Spanish - translated deliverables

Science

1. List prioritized needs statements.

Science proficiency on statewide assessments have been below 30% for the past 3 years

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

- Science lessons become challenging due to poor reading comprehension. - Hands-on learning is hindered by a shortage of science materials. - Parents often don't have the skills needed to help their children with science at home. - Teachers require support in breaking down science benchmarks effectively.

3. Share possible solutions that address the root causes.

- Materials to facilitate reading in science instruction - Hands-on science materials for active learning - Resources for organizing a science fair to engage parents - Interventionists to support students' needs - Support staff to provide teacher training on hands-on learning techniques - Parent training programs to enhance support for science learning at home

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

• **Communication**

Push Notifications through Remind101

• **Parent Training**

STEM Activities that can be done at home

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

• **School**

ensure students have access to science related items

• **Students**

complete all homework assignments

• **Parents**

check student grades on a regular basis

- Staff Training

Informing parents on how to volunteer for science labs

- Accessibility

Various times for meetings for migrant families

Action Step: Classroom Instruction

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

Budget Total: \$93,692.50

Acct Description	Description				
Paraprofessional	Interventionist: Non-certified staff will work with lowest 30% in small group settings through push-in and pull-out providing RTI interventions and remediation. Will work with grades K-5 in all subject areas.				
Online subscription	Item	Quantity	Rate	Type	Total
	BT 4019.1 Amendment 41 Created budget line - I-Ready for classroom instruction to assist with differentiated instruction. Reading Math K-5	1	\$22,315.00	Amendment	\$22,315.00
	BT 4019.1 Amendment 41 Created budget line - Progress Learning for Grades 3-5 for extra practice to be used in the classroom and for homework - ELA, Math and Science	1	\$5,478.30	Amendment	\$5,478.30

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Phonics Flashcards	45	\$20.00	Manipulatives	Original	\$900.00
	Folders (Pack of 125)	13	\$40.00	General Supplies	Original	\$520.00
	Crayons	15	\$25.00	General Supplies	Original	\$375.00
	Math Manipulatives	1	\$1,852.75	Manipulatives	Original	\$1,852.75
	Dolch and Fry Word Flash Cards	30	\$40.00	Manipulatives	Original	\$1,200.00
	Composition Notebooks (50 Pack)	15	\$80.00	General Supplies	Original	\$1,200.00
	Science Lab Supplies	1	\$1,852.75	Manipulatives	Original	\$1,852.75

Action Step: Professional Learning

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

Budget Total: \$64,999.00

Acct Description	Description
Single School Culture Coordinator	The Single School Culture Coordinator will work with teachers in grades K-5, to ensure that instruction will occur through data analysis. They will work through common planning and conduct professional learning with staff and families. They will model lessons and monitor instruction. Ara Cordero

Acct Description	Description
Tch Res Staff Development	This PD Resource staff developer will focus on Reading/Math/Science and will assist and coach teachers through PLCs, use the coteaching model, complete observations, and provide feedback for all Reading, Math and Science teachers in grades K-5.

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: \$46,936.00

Acct Description	Description					
Community Resource Person	Work with parents grades K-5 ensuring strong communication and linking to community resource as needed increasing attendance and providing information about their student's academic progress.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Chart Paper for Family Engagement Event Activities (10 pack)	9	\$135.00	General Supplies	Original	\$1,215.00
	Ink (black and colored) to Print Family Engagement Event Deliverables	9	\$85.00	Technology	Original	\$765.00
	Colored paper for Family Engagement activities and resources	10	\$45.00	General Supplies	Original	\$450.00
	Paper for Family Engagement Event Deliverables	10	\$45.00	General Supplies	Original	\$450.00

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

Name	Title
Deanne Chambers	Single School Culture Coordinator
Maria Piedrahita	Principal
Angela Calvacca	Assistant Principal
Malandi Bernard	Teacher
Ariannys Marino	Teacher
Sarah Boyce	Teacher
Daniela Chacon	Teacher
Grace Mercurio	Teacher
Falyn Friedman	Teacher
Katie Walker	Teacher
Trudy Murray	Teacher
Leota Grant	Teacher
Evan Navarro	Teacher
Megan Kelly	Teacher
Nicole Soto	Teacher
Yomaira Perez	Teacher
Rokshana Mia	Teacher

Name	Title
Colleen Medley	Teacher
Madeline Fleming	Teacher
Samantha Thomas	Teacher
Christine Kelly	Teacher
Erielle Watkins	Teacher
Atiqa Rana	Teacher
Sherri Bernard	Teacher
Arianna Lopez	Parent
Abraham Dominguez	Student
Moses Dominguez	Student
Anthuan Rivero Diaz	Parent
Lauren Mercurio	Instructional Coach

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

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

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

Stakeholders are involved in developing the Schoolwide Plan through several meetings throughout the school year. Feedback is continuous and consistent through quarterly SAC meetings, Title 1 Annual Meeting in the Fall, ongoing parent input meetings. Specific accommodations such as bilingual session, large print documentation, flexible meeting times. CNA Staff Meeting - February 19, 2025 at 11:00am CNA Stakeholder Meeting - February 26, 2025 at 5:30pm

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

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

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

Annual Parent Meeting

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

Date: October 15th, 2025 Location: Cafeteria Time: 5:30pm

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

Remind101 Messages, School Newsletter, Email Distribution, Flyers passed out in carline, Social Media Posts

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

PowerPoint Presentation, parent compacts, schoolwide data, agenda, parent evaluation forms

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Building Culturally Responsive and Inclusive Practices

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

Foster an understanding of how cultural backgrounds, socio-economic status, and family dynamics affect communication and relationships.

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

Teachers and support personnel will be equipped with tools to build stronger relationships with diverse families and ensure equitable access to school resources and support.

• What will teachers submit as evidence of implementation?

Samples of parent communication that depict strategies taught being implemented

• Month of Training

September

- Responsible Person(s)

Angie Calvacca

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Using Data and Student Progress to Engage Families

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

Equip teachers with strategies for involving families in discussions about student progress through data.

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

Staff will develop confidence in using data to foster family engagement in academic improvement and decision-making.

- What will teachers submit as evidence of implementation?

Parent and Student Data Chat Forms

- Month of Training

January

- Responsible Person(s)

Angie Calvacca

Parent Trainings

1. Parent and Family Capacity Building Training #1

- **Name of Training**

How to Monitor and Track Your Child's Academic Progress

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

Equip parents with the skills to track their child's academic progress and communicate with teachers about concerns or successes.

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

Parents will navigate through their students gradebook and create a progress report and teacher communication log

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

Parents will have the knowledge to monitor their child's academic progress and take proactive steps when intervention is needed.

- **Date of Training**

September

- **Responsible Person(s)**

Deanne Chambers

- **Resources and Materials**

Invitation, Agenda, Sign In Sheet, PowerPoint, Deliverables from Hands On Component, Evaluations

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Creating a Positive Learning Environment at Home

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

Guide parents on how to create a home environment that fosters academic success and supports healthy learning habits.

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

Collaborate with a partner to design a study space in their home for their child.

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

Parents will be equipped with strategies to establish a supportive and structured home environment that enhances their child's learning experience.

- Date of Training

January

- Responsible Person(s)

Angie Calvacca

- Resources and Materials

Invitation, Agenda, Sign In Sheet, PowerPoint, Deliverables from Hands On Component, Evaluations

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

How to Support Homework and Study Skills

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

Teach parents effective strategies to support their child's homework and study habits.

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

Parents will create an individualized homework schedule and study plan for their child.

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

Parents will feel confident in guiding their children through homework and developing strong study habits, improving academic performance.

- Date of Training

January

- Responsible Person(s)

Angie Calvacca

- Resources and Materials

Invitation, Agenda, Sign In Sheet, PowerPoint, Deliverables from Hands On Component, Evaluations

- Amount (e.g. \$10.00)

N/A

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

IDEA

- Describe how agency/organization supports families.

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

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

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

- Frequency

Quarterly and as needed

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

- Name of Agency

SAFE Schools

- Describe how agency/organization supports families.

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

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

Program website, Program Flyers, Newsletters

- Frequency

Quarterly and as needed

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

- Name of Agency

McKinney-Vento Program

- Describe how agency/organization supports families.

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

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

Student Housing Questionnaire Samples, Parent University Agendas, Parent Notifications

- Frequency

Quarterly and as needed

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

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

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

- **Description**

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

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

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

- **Description**

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

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

Parent University PowerPoint presentations, family resource letters, testing calendar

- **Description**

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

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

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

- Description

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

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

Push notifications, flyers/invitations

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

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

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

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

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

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

Professional Learning

1. Professional Learning

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

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

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