
Title I Comprehensive Schoolwide Plan
SOMERSET ACADEMY WELLINGTON (4031)

ELA

1. List prioritized needs statements.

Based on FAST PM 2, 66% of students in grades 3-5 are below proficiency in ELA and are receiving Tier II and Tier III ELA Intervention support during their special area classes period. 55% of students in grade K-2 demonstrate deficiency in phonological awareness by 1 to 2 grade levels. 62% of students in grade K-3 demonstrate deficiency in phonics by a minimum by 1 to 2 grade levels. 55% students in grade 3-5 demonstrate deficiency in vocabulary by a minimum by 1 to 2 grade levels. Based on FAST PM 2, 63% of students in grades 6-8 are below proficiency in ELA and are receiving Tier II and Tier III ELA Intervention support during their special area classes period. 64% of students in grade 6-8 demonstrate deficiency in vocabulary by a minimum by 1 to 2 grade levels. 68% of students in grade 6-8 demonstrate deficiency in comprehension for informational text by a minimum by 1 to 2 grade levels.

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

Lack of access to high-quality, differentiated literacy interventions. Inconsistent literacy support at home due to socioeconomic factors. High absenteeism or frequent disruptions in learning due to external factors. Lack of multisensory and engaging instructional strategies that support early literacy development. Insufficient explicit vocabulary instruction and opportunities for word exploration. Over-reliance on memorization rather than contextual understanding of vocabulary. Teacher truancy and students not receiving consistent instruction. Some teachers struggle with the new BEST standards implementation.

3. Share possible solutions that address the root causes.

-Reading Coach who will assist in analyzing reading data for the school, create school focus calendar, model lessons for teachers who need assistance with the new BEST standard implementation -Resource teacher who can pull small groups with students who need reinforcement on reading. - Reading Interventionist who can work in small groups with students in closing reading foundational gaps. -Morning and after school tutoring for students who are one grade level below with the Measuring Up! Program -Intervention pull-outs utilizing the Foundation Measuring Up! Program for students who are two grade levels below. - Implementation of iReady. It is a supplemental online literacy program that provides informational and literal reading content to students and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills - Implementation of IXL. It is a supplemental online literacy program that provides support for ELA learning across all grade levels, including targeted practice in reading comprehension, vocabulary development, grammar mechanics, writing strategies, and text analysis, with personalized learning paths based on individual student needs, allowing them to focus on specific areas where they need the most help; it also offers detailed analytics for teachers to monitor progress and identify skill gaps Establish a rewards program to encourage students to read the most books each month. Organize a monthly book club using our library for parents and students to foster a shared love of reading. Hold quarterly meetings with teachers to discuss and track students' reading progress. Recruit parent volunteers to read to students in the library. Introduce an accelerated reading program to enhance literacy development. Offer an iReady incentive card for students who achieve their reading goals. Plan end-of-year field trips as a reward for students who reach reading proficiency. Provide after-school tutoring or intensive reading boot camps to support struggling readers. Provide quarterly competition with teachers for perfect attendance for the classes and teachers as well.

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

• Communication

Families will receive updates through the School Messenger program via email and voice-recorded messages. Teachers will also send weekly newsletters to inform families about classroom activities and curriculum updates, and families can visit the school webpage to explore teachers' pages for a more detailed understanding of classroom learning. Additionally, quarterly FAST and iReady data discussions will be held to review student progress and provide strategies for supporting ELA development.

• Parent Training

a.) Parents will be trained on the B.E.S.T Standards for ELA. b.) Parents will be trained in how to build a stronger reader at home. c.) Parents will be trained in how to assist with homework via iReady. d.) Parents will be trained in how to navigate the school webpage to find their child's teacher pages. e.) Parents will be trained on Gradebook platform to receive weekly updates regarding student's progress.

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

- **School**

The school will continue to provide teachers and stakeholders with comprehensive training, professional development, and support from the reading coach to ensure effective implementation of the B.E.S.T. standards.

- **Students**

Students will continuously grow and thrive through the school's academic implementation plan for English Language Arts (ELA). They will develop fluency in reading and the ability to answer complex questions with well-supported evidence.

- **Parents**

Parents will receive support in promoting their child's success in English Language Arts (ELA) through learning forums focused on the B.E.S.T. ELA standards. These sessions will provide strategies for enhancing literacy at home through diverse reading materials. Parents are encouraged to regularly monitor their child's progress via the Jupiter Ed gradebook and maintain open communication with teachers regarding any concerns. Quarterly teacher meetings will offer a clear overview of student performance in ELA. Additionally, reminders through School Messenger and flyers will keep parents informed about monthly PTA/SAC meetings, fostering collaboration with teachers and administration to further enrich student learning.

- **Staff Training**

a.) Teachers will be trained on the B.E.S.T Standards for ELA. b.) Teachers will be trained on how to use item specs for ELA to their lesson plans. c.) Teachers will be trained by the Reading Coach on how to disseminate their specific data to best serve their students while incorporating differentiated instruction when needed. d.) Teachers will be trained incorporating project-based learning into an ELA block. e.) Teachers will be trained by Reading Coach on how to maximize their ELA block with set focus calendar.

- Accessibility

a) Create a Family Support Center where parents can access teacher webpages, school communications, and community resource information. b) Continue providing a weekly newsletter to maintain transparency and keep families informed about the class curriculum. c) Provide a computer lab where students can complete homework, especially for those without access to a computer at home. d) Offer flexible meeting schedules for parents, including virtual options to accommodate varying availability. e) Designate staff members as translators to assist parents in their native language when needed. f) Ensure all school documents and communications are translated to support multilingual families. g) Partner with McKinney-Vento to provide resources such as transportation, uniforms, and school supplies for families experiencing homelessness. h) Work with the Migrant and Multicultural Departments to support migrant students academically through tutoring and summer camp opportunities.

Math

1. List prioritized needs statements.

Based on FAST PM 2, 77% of students are below proficiency in Math in grades 3rd- 5th. Students are receiving Tier II and Tier III ELA Intervention support during their special area classes period. Based on iReady AP2, 77% of students in grade K-2 demonstrate deficiency in numbers operation by 1 to 2 grade levels. Based on iReady AP2, 54% of students in grade 3-5 demonstrate deficiency in numbers operation by 1 to 2 grade levels. Based on FAST PM 2, 78% of students are below proficiency in Math in grades 6th- 8th. Students are receiving Tier II and Tier III ELA Intervention support during their special area classes period. Based on IXL, 55% of students in grade 6-8 demonstrate deficiency in Math by 1 to 2 grade levels.

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

Gaps in foundational math skills from earlier grades. Limited use of manipulatives and visual models to support conceptual understanding. Inconsistent reinforcement of math skills at home . Difficulty in transitioning from concrete to abstract mathematical thinking. Gaps in problem-solving strategies and conceptual understanding. High absenteeism or frequent disruptions in learning due to external factors.

3. Share possible solutions that address the root causes.

-Implement ongoing interventions for students from the start of the school year in grades K-5. -Implement ongoing interventions for students from the start of the school year in grades 6-8 -Provide professional development on using manipulatives effectively across grade levels. -Students scoring at levels 1 or 2 will be enrolled in TIER II supplemental services based on data. -Engage the math coach in assisting with the creation of a focused calendar, differentiated instruction, rotations, and modeling for teachers on diverse learning strategies, spanning grades K-5. -Engage the math coach in assisting with the creation of a focused calendar, differentiated instruction, rotations, and modeling for teachers on diverse learning strategies, spanning grades 6-8 -Engage a resource teacher to provide small group, push-in/pull-out type -Foster communication between teachers and parents on the effective use of manipulatives and school-provided resources such as Reflex Math (for grades 2-5) to enhance math fact fluency. -Foster communication between teachers and parents on the effective use of manipulatives and school-provided resources such as IXL. -Instruct students on the proper method for solving multi-step problems in grades 6-8 -Instruct students on the proper method for solving multi-step problems in grades K-5. -Convey to parents the significance of attendance for their children's academic progress.

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

• Communication

The school will continue using School Messenger to share updates and important dates. Additionally, a monthly calendar featuring key events is available on the school webpage. Parents receive monthly reminders to review and update their contact information. However, greater parental participation is needed in monthly meetings and training sessions designed to support student learning. To encourage involvement, the school will distribute both physical and digital flyers, gathering parent input on preferred meeting times and formats.

• Parent Training

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

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

• School

The school will continue providing teachers and stakeholders with the necessary training, professional development, and support from the math coach to ensure their readiness in teaching the B.E.S.T. standards.

- **Students**

Students will be consistently encouraged to strive for excellence across all academic areas. They will receive comprehensive training in using interactive notebooks, following lab protocols, applying study techniques, and leveraging prior knowledge to tackle more advanced concepts for a deeper understanding

- **Parents**

Parents will actively participate in the learning process by attending school meetings and taking advantage of training opportunities offered to support student learning at home. By regularly checking the Jupiter Ed gradebook, parents are encouraged to reach out to teachers for clarification on assignments and grading practices. Flyers and reminders through School Messenger will be sent to parents, urging them to attend SAC and Title I meetings in person.

- **Staff Training**

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

- **Accessibility**

a) Create a Family Support Center that provides parents with access to teacher webpages, school communications, and community resource information. b) Continue sending out the weekly newsletter to ensure parents have a clear understanding of the class curriculum. c) Provide a computer lab where students can complete homework assignments, especially for those without access to a computer at home. d) Offer flexible meeting days and times for parents, including virtual options to accommodate different schedules. e) Designate staff members who can serve as translators to assist parents in their native language when necessary. f) Ensure all school documents and information are translated to support non-English speaking parents. g) Partner with McKinney-Vento to help families experiencing homelessness by providing resources such as transportation, uniforms, and school supplies. h) Collaborate with the Migrant and Multicultural Departments to support migrant students academically, including tutoring and summer camp participation.

Science

1. List prioritized needs statements.

•41% of the 5th grade students tested proficient on the Winter District NGSSS exam from the district in December. •75% of teachers in the upper elementary grades feel the Science standards do not align to the reading/math standards as they could work collaboratively to support science knowledge throughout all content areas. •23% of the 8th grade students tested proficient on the Winter District NGSSS exam for Science in December. •80% of teachers in the upper elementary grades feel the Science standards do not align to the reading/math standards as they could work collaboratively to support science knowledge throughout all content areas.

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

Limited Exposure to Hands-On, Inquiry-Based Science Learning Limited Academic Vocabulary in Science Gaps in Foundational Science Knowledge from Earlier Grades. Lack of Consistent Science Instruction Time Lack of Cross-Curricular Planning Opportunities Emphasis on ELA and Math for Standardized Testing

3. Share possible solutions that address the root causes.

Integrate more hands-on experiments, STEM projects, and real-world applications into the curriculum. Partner with local science organizations, museums, or STEM professionals to provide engaging learning experiences. Reinforce key science vocabulary through interactive word walls, graphic organizers, and multimedia resources. Implement spiral review strategies where previous concepts are revisited and reinforced throughout the year. Integrate science into ELA and math lessons by using nonfiction science texts and data analysis activities. Develop interdisciplinary units that connect scientific concepts with reading, writing, and mathematical problem-solving. Offer extracurricular STEM clubs or competitions to maintain student engagement in science.

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

• Communication

The school will continue using School Messenger to share updates and important dates. Additionally, a monthly calendar featuring key events is available on the school webpage. Parents receive monthly reminders to review and update their contact information. However, greater parental participation is needed in monthly meetings and training sessions designed to support student learning. To encourage involvement, the school will distribute both physical and digital flyers, gathering parent input on preferred meeting times and formats.

- **Parent Training**

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

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

- **School**

The school will continue to provide teachers and stakeholders with relevant training, professional development, and support to ensure their preparedness in teaching the NGSS standards.

- **Students**

Students will remain motivated to give their best effort across all academic areas. They will receive comprehensive training on the effective use of interactive notebooks, lab procedures, study skills, and applying prior knowledge to tackle higher-order concepts for a deeper understanding.

- **Parents**

Parents are encouraged to actively participate in the learning process by attending school meetings and utilizing the training sessions offered to enhance their child's learning at home. By regularly monitoring the Jupiter Ed gradebook, parents are urged to contact teachers with any questions regarding assignments or grading practices. Flyers and reminders through School Messenger will be sent to parents, encouraging them to attend SAC and Title I meetings in person.

- **Staff Training**

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

- Accessibility

a) Create a Family Support Center that provides parents with access to teacher webpages, school communications, and community resource information. b) Continue sending out the weekly newsletter to ensure parents have a clear understanding of the class curriculum. c) Provide a computer lab where students can complete homework assignments, especially for those without access to a computer at home. d) Offer flexible meeting days and times for parents, including virtual options to accommodate different schedules. e) Designate staff members who can serve as translators to assist parents in their native language when necessary. f) Ensure all school documents and information are translated to support non-English speaking parents. g) Partner with McKinney-Vento to help families experiencing homelessness by providing resources such as transportation, uniforms, and school supplies. h) Collaborate with the Migrant and Multicultural Departments to support migrant students academically, including tutoring and summer camp participation.

Social Studies

1. List prioritized needs statements.

52% of the students demonstrated proficiency on the Winter District NGSSS exam in December for Civics.

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

Minimal emphasis on government, law, and civic responsibility before middle school. Limited opportunities for students to engage in debates, discussions, and real-world applications of civics. Complex vocabulary and dense informational texts in civics may be difficult for students with lower reading proficiency. Lack instruction on referencing and citing evidence effectively to support their answers.

3. Share possible solutions that address the root causes.

Integrate civics-related content into elementary social studies lessons to build foundational knowledge early. The reading coach will contribute to data analysis for the school and develop a school focus calendar. Model lessons on integrating NGSSS standards into the curriculum will be provided by the reading coach for teachers requiring assistance. Collaborating with teachers, the reading coach will help design interactive and differentiated center rotations to support students across different learning levels. Incorporate project-based learning where students research, present, and propose solutions to real-world civic challenges. Incorporate multimedia resources (videos, podcasts, infographics) to support comprehension of civic concepts

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

- **Communication**

The school will continue using School Messenger to share updates and important dates. Additionally, a monthly calendar featuring key events is available on the school webpage. Parents receive monthly reminders to review and update their contact information. However, greater parental participation is needed in monthly meetings and training sessions designed to support student learning. To encourage involvement, the school will distribute both physical and digital flyers, gathering parent input on preferred meeting times and formats.

- **Parent Training**

a) Parents will be trained on the NGSSS Standards for Social Studies. b) Parents will be trained in how to navigate the school webpage to find their child's teacher pages. c) Parents will be trained on Gradebook platform to receive weekly updates regarding student's progress.

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

- **School**

The school will continue to provide teachers and stakeholders with relevant training, professional development, and support to ensure their preparedness in teaching the NGSS standards.

- **Students**

Students will remain motivated to give their best effort across all academic areas. They will receive comprehensive training on the effective use of interactive notebooks, lab procedures, study skills, and applying prior knowledge to tackle higher-order concepts for a deeper understanding.

- **Parents**

Parents are encouraged to actively participate in the learning process by attending school meetings and utilizing the training sessions offered to enhance their child's learning at home. By regularly monitoring the Jupiter Ed gradebook, parents are urged to contact teachers with any questions regarding assignments or grading practices. Flyers and reminders through School Messenger will be sent to parents, encouraging them to attend SAC and Title I meetings in person.

- Staff Training

a) Teachers will be trained on the NGSSS Standards for Social Studies. b) Teachers will be trained in how to use item specs for S.S. to their lesson plans. c) Teachers will be trained by the Reading Coach on how to disseminate their specific data to best serve their students while incorporating differentiated instruction when needed. d) Teachers will be trained in incorporating project-based learning into an S.S. block. e) Teacher will be trained by Reading Coach on how to maximize their S.S. block with set focus calendar.

- Accessibility

a) Create a Family Support Center that provides parents with access to teacher webpages, school communications, and community resource information. b) Continue sending out the weekly newsletter to ensure parents have a clear understanding of the class curriculum. c) Provide a computer lab where students can complete homework assignments, especially for those without access to a computer at home. d) Offer flexible meeting days and times for parents, including virtual options to accommodate different schedules. e) Designate staff members who can serve as translators to assist parents in their native language when necessary. f) Ensure all school documents and information are translated to support non-English speaking parents. g) Partner with McKinney-Vento to help families experiencing homelessness by providing resources such as transportation, uniforms, and school supplies. h) Collaborate with the Migrant and Multicultural Departments to support migrant students academically, including tutoring and summer camp participation

Acceleration Success

1. List prioritized needs statements.

-70% of 8th graders who are in Algebra 1 (15 students) scored a proficient level on the Winter District EOC exam in December.

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

Gaps in foundational math concepts, such as basic operations, number sense, and algebraic reasoning, which affect their ability to master higher-level content. Limited mastery of prerequisite skills from earlier grades (e.g., fractions, decimals, and basic geometry) that are critical for success in Algebra 1. Students may not see the relevance of algebra in real-life contexts, leading to a lack of motivation and engagement in the subject.

3. Share possible solutions that address the root causes.

Offer after-school tutoring or small group instruction focused on foundational skills like basic operations, number sense, and algebraic reasoning. Begin the school year with a focused review of prerequisite skills, particularly fractions, decimals, and basic geometry, before diving into Algebra 1 content. The math coach will provide teachers with a focus calendar, emphasizing the standards that must be mastered. Work with middle school and earlier-grade teachers to ensure a smooth progression of skills leading up to Algebra 1, addressing gaps as they arise. Bring in professionals who use algebra in their daily work (e.g., engineers, architects, economists) to demonstrate its real-world application

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

- **Communication**

The school will continue using School Messenger to share updates and important dates. Additionally, a monthly calendar featuring key events is available on the school webpage. Parents receive monthly reminders to review and update their contact information. However, greater parental participation is needed in monthly meetings and training sessions designed to support student learning. To encourage involvement, the school will distribute both physical and digital flyers, gathering parent input on preferred meeting times and formats.

- **Parent Training**

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

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

- **School**

The school will continue to provide teachers and stakeholders with relevant training, professional development, and support to ensure their preparedness in teaching the NGSS standards.

- **Students**

Students will remain motivated to give their best effort across all academic areas. They will receive comprehensive training on the effective use of interactive notebooks, lab procedures, study skills, and applying prior knowledge to tackle higher-order concepts for a deeper understanding.

- **Parents**

Parents are encouraged to actively participate in the learning process by attending school meetings and utilizing the training sessions offered to enhance their child's learning at home. By regularly monitoring the Jupiter Ed gradebook, parents are urged to contact teachers with any questions regarding assignments or grading practices. Flyers and reminders through School Messenger will be sent to parents, encouraging them to attend SAC and Title I meetings in person.

- **Staff Training**

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

- **Accessibility**

a) Create a Family Support Center that provides parents with access to teacher webpages, school communications, and community resource information. b) Continue sending out the weekly newsletter to ensure parents have a clear understanding of the class curriculum. c) Provide a computer lab where students can complete homework assignments, especially for those without access to a computer at home. d) Offer flexible meeting days and times for parents, including virtual options to accommodate different schedules. e) Designate staff members who can serve as translators to assist parents in their native language when necessary. f) Ensure all school documents and information are translated to support non-English speaking parents. g) Partner with McKinney-Vento to help families experiencing homelessness by providing resources such as transportation, uniforms, and school supplies. h) Collaborate with the Migrant and Multicultural Departments to support migrant students academically, including tutoring and summer camp participation

Action Step: Classroom Instruction

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

Budget Total: \$46,933.00

Acct Description	Description																								
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="520 662 1396 743">Item</th> <th data-bbox="1396 662 1549 743">Quantity</th> <th data-bbox="1549 662 1715 743">Rate</th> <th data-bbox="1715 662 1900 743">Type</th> <th data-bbox="1900 662 2030 743">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 743 1407 820">Explorer Learning - Reflex Math</td> <td data-bbox="1396 743 1549 820">1</td> <td data-bbox="1549 743 1715 820">\$3,295.00</td> <td data-bbox="1715 743 1900 820">Amendment</td> <td data-bbox="1900 743 2030 820">\$3,295.00</td> </tr> <tr> <td data-bbox="520 820 1407 896">Progress Learning</td> <td data-bbox="1396 820 1549 896">1</td> <td data-bbox="1549 820 1715 896">\$8,118.00</td> <td data-bbox="1715 820 1900 896">Amendment</td> <td data-bbox="1900 820 2030 896">\$8,118.00</td> </tr> <tr> <td data-bbox="520 896 1407 1050">IXL -The IXL program is designed to provide students in grades 5-8 with personalized, standards-aligned practice in ELA, Math, Science, and Social Studies.</td> <td data-bbox="1396 896 1549 1050">1</td> <td data-bbox="1549 896 1715 1050">\$3,225.00</td> <td data-bbox="1715 896 1900 1050">Amendment</td> <td data-bbox="1900 896 2030 1050">\$3,225.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Explorer Learning - Reflex Math	1	\$3,295.00	Amendment	\$3,295.00	Progress Learning	1	\$8,118.00	Amendment	\$8,118.00	IXL -The IXL program is designed to provide students in grades 5-8 with personalized, standards-aligned practice in ELA, Math, Science, and Social Studies.	1	\$3,225.00	Amendment	\$3,225.00				
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Paraprofessional	Paraprofessional will provide push-in small group support with reading and math, K-8.																								

Action Step: Professional Learning

Somerset Academy Wellington K-8 is committed to cultivating instructional excellence through robust support for its educators. This commitment encompasses the provision of diverse professional learning opportunities, coupled with ongoing support mechanisms such as classroom observations and targeted feedback on instructional delivery. Furthermore, the academy will facilitate the use of disaggregated student data to inform the creation of strategically designed small groups, thereby enabling

more personalized and effective instruction. Model lessons will also be provided to exemplify best practices and enhance teaching methodologies.

Budget Total: \$121,692.00

Acct Description	Description
Coach	This K-8 Reading Coach will provide support to teachers via observations and feedback on lessons, model lessons for teachers, disaggregate data to assist teachers in creating their small groups, and provide various professional learning opportunities for teachers.
Coach	This K-8 Math Coach will provide support to teachers via observations and feedback on lessons, model lessons for teachers, disaggregate data to assist teachers in creating their small groups, and provide various professional learning opportunities for teachers.

Action Step: Parent Engagement

Somerset Academy Wellington K-8 is dedicated to fostering strong home-school connections to support student success. The school will offer a variety of learning opportunities for parents, including workshops led by community experts like guidance counselors. These sessions will focus on equipping parents with the skills to navigate challenging social topics with their children, such as body changes and the realities of social media, as well as how to actively support their child's educational journey. Additionally, Sunshine Elementary will provide joint learning experiences for staff and parents, highlighting school-based and community resources, such as the Boys and Girls Club and the library's tutoring services, that can help children build confidence and thrive.

Budget Total: \$2,573.75

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	General Supplies: Pens, pencils, paper, sticky chart paper, markers, cardstock	1	\$2,590.25	General Supplies	Original	\$2,590.25
	Adjustment - benefits credit and final allocation.	1	-\$16.50	General Supplies	Other	-\$16.50

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

Name	Title
Elizabeth Sauri	Principal
Jacqueline Garcia	Assistant Principal
Karla Santiago	Lead Teacher /Student Based Team Leader
Ariana Caraza	ESE Coordinator
Michelle Borrero	Reading Instructional Coach
Monica Bejarano	Math Instructional Coach
Dakiara Hobbs	Classroom Teacher
Carolina Hernandez	Classroom Teacher
Carmen Herrera	Classroom Teacher
Christina Ruiz	Classroom Teacher
Amy Summerlin	Classroom Teacher
Katherine Penarada	Parent
Yaniuska Garcia	Parent
Aluskov Garcia	Parent
MD Lovlu Sarker	Parent
Yusimis Carbonell Cidre	Parent
Pexion Fils Sarazin	Parent

Name	Title
Erica Carrer	Parent
Getro Richemond	Parent
Gabriela Herrera	Parent
Carmen Portillo	Parent
Roselyn Sanchez	Parent
Maria Rodriguez	Parent
Tania Pulley	Parent
Lourdes Hart	Parent

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

The School Advisory Council (SAC) at Somerset Academy Wellington includes members representing all stakeholder groups. To elect parent members and community stakeholders, candidates introduce themselves and explain how they will serve the school and contribute to the Schoolwide Plan (SWP) for improving student achievement. A valid vote is conducted during a SAC meeting, with votes counted and certified by the school principal and a PTA representative. Somerset Academy Wellington strives to include members who reflect the diversity of the school community

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

Held CNA Leadership Mtg. on 1/30/25 Held Staff Mtg. on 2/12/25 Held Stakeholders Mtg. on 2/18/25 All stakeholders were notified of the important meeting date and agenda via email, school messenger, and fliers. The agenda will be made available to all stakeholders at least five business days in advance, excluding weekends, to ensure ample preparation time. By providing the agenda in advance, stakeholders are encouraged to come prepared to discuss the SWP and contribute to the school's growth and development. Stakeholders will have the opportunity to speak for three minutes on the SWP and their vision for how the committee should drive instruction and utilize Title I resources. The Annual Parent Meeting will take place on September 18, 2025, at 3:30 p.m. This meeting will cover what Title I is, how it is used to increase parent engagement, and how Title I funds will be spent to boost student performance.

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

In spring 2024–2025, stakeholders provided input on the Schoolwide Plan and Title I budget during our stakeholder meeting. Parents emphasized the need for additional support in Reading, Math, and Science, as well as interventionists to assist students. They also recommended funds for parent and family engagement. Title I funds for FY26 will be used to purchase general supplies (pens, paper, sticky chart paper, markers, cardstock) to support workshops and events that strengthen family engagement and student success.

Name	Title
Elizabeth Sauri	Principal
Jacqueline Garcia	Assistant Principal
Karla Santiago	Student Based Team Leader/ Leader Teacher
Monica Bejarano	Math Instructional Coach
Michell Borrero	Reading Instructional Coach
Ariana Caraza	ESE/ESOL Coordinator

Annual Parent Meeting

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

The Annual Meeting will be held Thursday, September 18, 2025 at 3:30 PM in Building C Room 128 which is located at 1000 Wellington Trace, Wellington, FL 33414. Meeting will also be held via zoom for those parents who are unable to attend in person.

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

Parents and all stakeholders will be notified via school messenger, email, fliers, and it will be posted on the school website. Parents will be able to translate into their home language via the school website to regarding our post. Through school messenger, all messages are translated in Spanish. The reminders will go out starting August 11 weekly via school messenger and email. Fliers will be provided on September 2, September 9, and September 16 via the car line and through the students in their bookbags.

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

Physical and electronic invitations. Sign-in sheet for attendance and record purpose. A power point presentation with the school information will be presented via the smart board. The agenda for the meeting for participants. Evaluation form for the conclusion of the meeting.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Engaging Families as Partners in Academic Success

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

Staff will learn strategies to engage families as active partners in supporting Reading, Math, and Science achievement at home. This includes skills for hosting interactive family workshops, sharing easy-to-use at-home learning activities, and effectively communicating student progress and available resources to parents.

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

This training is expected to increase family participation in academic workshops and strengthen home-school collaboration, resulting in parents feeling more confident supporting their children's learning in Reading, Math, and Science. The expected impact is a 10% increase in parent participation in academic family engagement events compared to the previous school year.

- What will teachers submit as evidence of implementation?

Teachers will submit sign-in sheets, agendas, materials, and parent feedback forms from family engagements.

- Month of Training

August 2025

- Responsible Person(s)

Jacqueline Garcia, Michelle Borrero, Monica Bejerano

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Dissecting and Disseminating Data

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

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

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

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

- What will teachers submit as evidence of implementation?

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

- Month of Training

October 2025

- Responsible Person(s)

Jacqueline Garcia, Michelle Borrero, Monica Bejerano

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Technology 101

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

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

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

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

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

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

- Date of Training

September 2025

- Responsible Person(s)

Jacqueline Garcia

- Resources and Materials

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

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

"Engaging Families as Partners in Academic Success"

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

Parents will learn practical strategies to support their children's learning at home in Reading, Math, and Science, such as reading together daily, using math games to practice skills, and conducting simple science experiments to encourage curiosity and understanding.

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

The interactive hands-on component of the training will include practicing tools and resources such as reading activities, math games, and science experiments to reinforce and support classroom learning at home. The training will be in the computer lab D-122, and classroom curriculum will also be available for parents to see the direct correlation.

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

This training is expected to improve student achievement by increasing parental involvement in home learning activities that reinforce classroom instruction, leading to a 15% increase in student proficiency rates in Reading, Math, and Science by the end of the school year.

- Date of Training

November 2025

- Responsible Person(s)

Jacqueline Garcia, Michelle Borrero, Monica Bejarano,

- Resources and Materials

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

- Amount (e.g. \$10.00)

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Data 101

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

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

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

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

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

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

- Date of Training

January 2026

- Responsible Person(s)

Jacqueline Garcia, Michelle Borrero, Monica Bejarano,

- Resources and Materials

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

- Amount (e.g. \$10.00)

TBD

Coordination and Integration

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

- Name of Agency

ESOL/ELL

- Describe how agency/organization supports families.

The organization supports families by providing important information in their native home languages to ensure clear communication and understanding. Families receive assistance accessing resources such as heritage language dictionaries, extended time for assignments, and support through the ESOL/ELL programs, which offer guidance on strategies to help their children succeed. The program encourages parents to actively engage by meeting with teachers and ELL committee members to stay informed about their child's language acquisition progress. Additionally, families are supported through the TIER process, which offers extra assistance and interventions tailored to their child's needs.

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

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

- Frequency

Three times a year.

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

- Name of Agency

Homeless

- Describe how agency/organization supports families.

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

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

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

- Frequency

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

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

- Name of Agency

IDEA

- Describe how agency/organization supports families.

The organization supports families by advocating for their rights and helping them understand the educational needs of their children with disabilities. They provide families with guidance and resources to navigate the special education process, ensuring parents and guardians are informed about their legal rights, including the right to a free and appropriate public education (FAPE) in the least restrictive environment. The organization assists families in understanding evaluations, developing Individualized Education Programs (IEPs), and monitoring the delivery of services, empowering them to actively participate in decision-making and advocate effectively for their children's education.

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

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

- Frequency

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

Communication

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

The school will provide parents and families with timely information about Title I programs, meetings, and activities through multiple channels including emails, phone calls, newsletters, school website updates, and automated school messenger alerts. All communications will be provided in the home languages of our families to ensure accessibility. Information will include details about tutoring, mentoring, and parent/family trainings, presented clearly and in formats such as flyers, videos, and virtual announcements to accommodate diverse preferences.

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

-Copies of newsletters, flyers, or emails sent to parents in multiple languages announcing Title I programs and events. -Screenshots or logs from the school messenger system showing automated alerts or calls sent to families. -Sign-in sheets and translated materials from parent/family trainings, tutoring sessions, or mentoring program meetings.

- Description

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

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

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

- Description

The school will inform parents about academic assessments through multiple communication channels, including newsletters, emails, and parent meetings. Information will explain the types of assessments used, such as state standardized tests and classroom-based evaluations, their purpose, and how results reflect student progress toward meeting state academic standards. Additionally, teachers will discuss assessment results during conferences to help parents understand their child's achievement levels and ways to support learning at home.

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

-Report Cards/Progress Report -Assessment Results(iReady, STAR, FAST) -Parent-Teacher Conference Notes

- Description

The school will inform parents about opportunities to participate in decision-making through regular communications such as newsletters, emails, and school website updates. Parents will be invited to attend meetings like the School Advisory Council (SAC), Title I planning sessions, and parent workshops where they can provide input and collaborate with staff on school policies, programs, and improvement plans. Staff will also encourage participation by providing flexible meeting times and offering materials in multiple languages to ensure all families can engage meaningfully.

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

-SAC Meeting Invitations and sign-in sheets -Parent-Teacher Conference Notes -IEP/LEP meeting notes

- Description

The school will offer flexible meeting dates and times, including morning, afternoon, and evening options, to accommodate parents' varied schedules. Virtual and in-person formats will be provided when possible to increase accessibility. Additionally, the school will communicate event details well in advance and provide childcare and transportation support as needed to remove barriers and encourage parent participation

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

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

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

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

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

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

- Description

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

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

Photos of handicap parking, restrooms, and ramps

- Description

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

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

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

- Description

We communicate with families and refer to MVP dept.

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

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

Other Activities

1. Activity #1

- Name of Activity

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

To support students beyond academics, it is crucial to foster a holistic learning environment. This can be achieved through the implementation of various strategies that nurture social, emotional, and life skills. At Somerset Academy Wellington, we recognize the importance of successfully implementing Skills for Learning and Life (SLL) curriculum and programming, as it plays a vital role in student development and long-term success. This approach allows students to consistently practice essential life skills throughout their educational journey. The School District of Palm Beach County also acknowledges the significance of creating a safe and supportive school climate. As part of this effort, our school guidance counselor holds monthly sessions with students covering relevant topics such as cyberbullying, digital citizenship, effective communication, and self-advocacy. To help students build coping skills, we offer mindfulness and stress management sessions at least once a week. These lessons teach breathing techniques and help students develop a positive mindset. Fostering a growth mindset is also a priority—we encourage students to embrace challenges, persist through setbacks, and value effort as a pathway to growth. Resilience and perseverance are reinforced through workshops and inspirational guest speakers who share real-life stories and motivational experiences. Healthy habits are promoted through our physical education curriculum, which includes lessons on nutrition, physical activity, and mental wellness. To encourage positive behavior, we use consistent recognition and rewards. For example, we highlight students who exemplify the monthly "Leader in Me" habit by celebrating them as Students of the Month. Through these combined efforts, we aim to develop well-rounded individuals who are prepared to succeed both academically and in life.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

As part of our commitment to meeting the academic and behavioral needs of all students, we implement a tiered model of support through systems such as the Student-Based Team (SBT) and the Multi-Tiered System of Supports (MTSS). This structured approach begins with the early identification of students who may benefit from additional support, using a combination of data sources including STAR, i-Ready, FAST, IXL, formal and informal assessments, teacher observations, and input. Once a student is identified, we collaborate closely with teachers, parents, and specialists to develop targeted support plans tailored to each student's individual needs. Interventions may include differentiated instruction within the classroom, small group support, one-on-one assistance, or counseling services. To address foundational skill gaps, we incorporate evidence-based programs such as Wonderworks (K–5 ELA), the i-Ready Teacher Toolbox, Reading Plus, and EasyCBM. These tools help us deliver focused instruction and interventions aligned with student needs. Progress monitoring is ongoing and data-driven. We continuously assess student performance to evaluate the effectiveness of interventions and make timely adjustments as needed. This tiered system allows us to proactively support student growth, ensuring that each learner has the opportunity to succeed both academically and behaviorally.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Providing all students with a well-rounded education and meaningful enrichment opportunities is a top priority at our school. We begin by carefully analyzing student data—including academic performance, standardized assessments, and individual learning profiles—to identify their core instructional needs. This data-driven approach allows us to personalize instruction, support growth in areas of need, and ensure alignment with state and national educational standards. Beyond core academic subjects, we offer a wide variety of elective courses designed to engage students in diverse learning experiences. These include art, music, dance, weightlifting, cosmetology, TV production, podcasting, and business entrepreneurship—each offering students the opportunity to explore interests and talents beyond the traditional curriculum. To further extend learning opportunities, we provide access to extracurricular programs, after-school activities, and summer enrichment offerings. We also emphasize real-world connections by integrating practical applications into classroom instruction, helping students understand how their learning translates to everyday life. Our robust selection of extracurricular activities—including athletics, clubs, and community service initiatives—supports the development of teamwork, leadership, and personal responsibility. Through this comprehensive approach, we strive to equip every student with the academic foundation, creative outlets, and life skills needed for long-term success.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

At our school, we implement several strategies to support a smooth transition for future preschool students into our elementary program. One of the key pathways is through our on-site Pre-K program, which serves both 3- and 4-year-old students. We work closely with our Kindergarten teachers throughout the school year to ensure that our Pre-K students, particularly those in the 4-year-old class, are well-prepared for kindergarten. To promote a sense of belonging and familiarity, our preschool students are regularly included in school-wide events and activities. This early integration helps them feel connected to the broader school community and supports a seamless transition into elementary school. We also provide parent trainings throughout the year, offering guidance on best practices families can use at home to help prepare their children for kindergarten. These sessions equip parents with tools and strategies to support school readiness. Each spring, following Spring Break, we host our annual Kindergarten Kick-Off event. During this special day, incoming kindergarten students and their families are invited to visit the school, meet the kindergarten teachers, explore classrooms, and learn more about our academic programs and school culture. The event concludes with a fun play session on the kindergarten playground, making it an enjoyable experience for the whole family. In addition, we offer school tours year-round for prospective families. These tours provide an opportunity to explore our campus, ask questions, and learn more about the various programs and supports we offer.

Professional Learning

1. Professional Learning

Somerset Academy Wellington offers a wide variety of professional development opportunities to support teacher growth and instructional excellence. Our educators benefit from training provided by the School District of Palm Beach County, as well as through grade-level Professional Learning Communities (PLCs), school-wide book studies, and collaborative sessions with other Somerset network schools. These experiences include curriculum-specific training and the sharing of best practices within our broader school community. Each year, we also select a group of teachers to attend the Get Your Teach On conference, where they engage with national professional learning communities and bring back innovative strategies to implement in their classrooms. Additionally, teachers have access to online professional development through Beacon Educator and are encouraged to pursue external learning opportunities that align with and deepen their understanding of Florida state standards. These ongoing professional learning experiences ensure our staff remains current, skilled, and inspired to deliver high-quality instruction throughout the year.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

At Somerset Academy Wellington, we utilize a variety of strategic marketing approaches to support teacher recruitment. Our efforts include active participation in Palm Beach District job fairs, close collaboration with our Human Resources department, and posting available positions on our school website and across multiple social media platforms. We also design engaging and visually appealing advertisements, which are shared on local Palm Beach online community pages to attract qualified and enthusiastic teaching candidates. To support new hires, we assign experienced mentors to guide them through the day-to-day operations of the school, helping to ease their transition. In addition, our instructional coaches work closely with new and developing teachers, offering support with effective instructional strategies, classroom management, and data-driven differentiation to meet student needs. We also encourage internal referrals by keeping our current staff informed of job openings and offering incentives for successful candidate recommendations. Our teacher retention efforts are reinforced by the positive, collaborative school culture we've cultivated. We maintain an open-door policy, ensuring all staff feel heard, supported, and valued. As a growing school, we offer teachers the unique opportunity to be part of shaping our culture. Educators are encouraged to express their creativity by launching after-school programs, clubs, and athletic activities that reflect their passions. Combined with numerous professional development opportunities, this autonomy and support make Somerset Academy Wellington a place where educators are empowered to grow, lead, and build lasting careers.