
Title I Comprehensive Schoolwide Plan
Somerset Academy, The Dr. Bernard Kimmel Campus (3395)

ELA

1. List prioritized needs statements.

56% of students in Grades 3-5 are below proficiency, based on FAST PM2 data. 61% of students in Grades K-2 are below proficiency, based on STAR PM2. 56% of students in Grades 6-8 are below proficiency, based on FAST PM2 data.

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

Grades K-5 - students are struggling with phonics, comprehension, and vocabulary - students are unable to read fluently to build comprehension - students require differentiated instruction - students are lacking foundational and phonic skills, especially in the ELL students - students lack test taking strategies - students struggle to retain information from paper to computer
Grades 6-8 - students lack foundational skills - lack of participation in afterschool tutoring - students lack foundational writing skills - lack of iReady lessons are completed for homework - lack of student motivation - high levels of ELL students with low English proficiency

3. Share possible solutions that address the root causes.

Grades K-5 - schedule iii reading interventions with 3 categories (tier 2, tier 3, and "bubble students") - utilize iReady Magnetic in K-2; have students work on phonics only in iReady for the 1st semester - utilize standards mastery in iReady for Grades 3-5 - new teachers receive training in Benchmark Advance and teaching strategies from literacy coach - utilize online programs geared towards ELL students - exposure to academic language & practice test
Grades 6-8 - students will pass two iReady lessons weekly for homework - students enrolled in Intensive Reading will complete two Achieve3000 lessons weekly in addition to iReady - utilize online programs geared towards ELL students - provide small group reading interventions

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

- Communication

Agenda planners, take home folders, Classdojo, JupiterEd, callmultiplier texts, schoolmessenger emails, school website, social media

- **Parent Training**

- literacy night to learn online programs and homework help - assessment workshop to understand FAST PM - technology night to learn about online programs - parent leadership night (ESOL)

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

- **School**

- host 2 scholastic book fairs and celebrate literacy - book giveaways - provide parent workshops - provide afterschool & Saturday tutoring - provide small group reading interventions

- **Students**

- attend afterschool & Saturday tutoring - complete 2 iReady lessons for homework weekly - monitor progress with data

- **Parents**

- attend workshops - assist with home learning activities - check grades weekly on JupiterEd - communicate with teachers on Clasdojo

- **Staff Training**

- effective communication strategies - teachers translating data to parents

- **Accessibility**

- McKinney Vento program - zoom options for parents to attend meetings - ESOL translators

Math

1. List prioritized needs statements.

64% of students in Grades 3-5 are below proficiency, based on FAST PM2 data. 58% of students in Grades K-2 are below proficiency, based on STAR PM2. 74% of students in Grades 6-8 are below proficiency, based on FAST PM2 data.

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

Grades K-5 - students lack fact fluency and foundational skills - lack of home practice and completing homework - lack of hands-on learning activities - students lack test taking strategies
Grades 6-8 - students lack fact fluency skills - lack of home practice and completing homework - lack of hands-on learning activities - lack of student motivation - high levels of ELL students with low English proficiency

3. Share possible solutions that address the root causes.

Grades K-5 - incentives for mastery of math fact fluency - increase parent communication - utilize materials of hands-on learning activities - utilize IXL and iReady - professional development from the math instructional coach - employ math interventionist to increase proficiency levels with small groups
Grades 6-8 - incentives for mastery of math fact fluency - increase parent communication - utilize materials of hands-on learning activities - utilize iReady for HW and IXL for CW - professional development from the math instructional coach - provide math small group interventions

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

• Communication

Agenda planners, take home folders, Classdojo, JupiterEd, callmultiplier texts, schoolmessenger emails, school website, social media

• Parent Training

- math night to learn online programs and homework help - assessment workshop to understand FAST PM - technology night to learn about online programs - parent leadership night (ESOL)

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

- **School**

- provide parent workshops - provide afterschool & Saturday tutoring - provide small group math interventions

- **Students**

- attend afterschool & Saturday tutoring - complete 1 IXL for CW and 2 iReady lessons for HW weekly - monitor progress with data

- **Parents**

- attend workshops - assist with home learning activities - check grades weekly on JupiterEd - communicate with teachers on Clasdojo

- **Staff Training**

- effective communication strategies - teachers translating data to parents

- **Accessibility**

- McKinney Vento program - zoom options for parents to attend meetings - ESOL translators

Science

1. List prioritized needs statements.

66% of students in Grade 5 are below proficiency, based on based on PB Winter Diagnostics data. 84% of students in Grade 8 are below proficiency, based on PB Winter Diagnostics data.

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

Grade 5 - students struggle with difficulty of reading the content - lack of hands-on labs - students lack test taking strategies Grade 8 - lack of teacher training and expertise in subject - students struggle with difficulty of reading the content - lack of student motivation - high levels of ELL students with low English proficiency

3. Share possible solutions that address the root causes.

Grade 5 - professional development opportunities to learn differentiated instructional strategies - utilize online programs (BrainPOP, IXL, PENDA) - attend field trips virtually or off-campus - provide materials for at-home labs Grade 8 - professional development opportunities to learn differentiated instructional strategies - utilize online programs (BrainPOP, IXL, PENDA) - attend field trips virtually or off-campus - provide materials for at-home labs - provide teacher with access to creative curriculum choices - exposure to academic language

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

• Communication

Agenda planners, take home folders, Classdojo, JupiterEd, callmultiplier texts, schoolmessenger emails, school website, social media

• Parent Training

- trainings to learn online programs and homework help - include science content at literacy night

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

• School

- provide field trips to engage students - provide free online programs for home learning

• Students

- attend field trips - complete hands-on lab activities at home

- Parents

- attend workshops - assist with home learning activities - check grades weekly on JupiterEd - communicate with teachers on Clasdojo

- Staff Training

- learn how to conduct hands-on labs and provide materials for home learning activities

- Accessibility

- McKinney Vento program - zoom options for parents to attend meetings - ESOL translators

Social Studies

1. List prioritized needs statements.

61% of students in Grade 7 are below proficiency, based on PB Winter Diagnostics data.

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

- students struggle with difficulty of reading the content - lack of student motivation - lack of engagement with speakers, field trips, etc. - high levels of ELL students with low English proficiency - lack of test taking strategies

3. Share possible solutions that address the root causes.

- professional development opportunities to learn differentiated instructional strategies - utilize online programs (iCivics, IXL) - attend field trips virtually or off-campus - provide speakers to present to students - provide teacher with access to creative curriculum choices - exposure to academic language - purchase new curriculum consumables

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

- Communication

Agenda planners, take home folders, Classdojo, JupiterEd, callmultiplier texts, schoolmessenger emails, school website, social media

- Parent Training

- integrate social studies content into parent literacy night

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

- School

- provide parent workshops - have speakers present to students - provide virtual or off-campus field trips

- Students

- utilize online free programs at home - attend field trips

- Parents

- check grades weekly on JupiterEd - attend conferences and workshops - reinforce homework completion

- Staff Training

- monthly PLC meetings with grade level chairs and instructional coaches - data analysis and how to share with parents

- Accessibility

- weekly school-wide communications - zoom options for meetings - McKinney Vento Program - ESOL translators

Acceleration Success

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

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

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

Increase the academic achievement of our K-8 students through rigorous and differentiated instruction which includes B.E.S.T. Standards-based supplemental resources and extended learning opportunities.

Budget Total: \$151,241.00

Acct Description	Description										
Paraprofessional	The Instructional Paraprofessional will provide pull-out support to at-risk students in grades K-5 during small-group differentiated instruction (Reading/English Language Arts and Math for grades 6-8).										
Online subscription	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Achieve3000 - Literacy program to support struggling readers in Grades 6-8 - School site license</td> <td>1</td> <td>\$6,500.00</td> <td>Original</td> <td>\$6,500.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Achieve3000 - Literacy program to support struggling readers in Grades 6-8 - School site license	1	\$6,500.00	Original	\$6,500.00
Item	Quantity	Rate	Type	Total							
Achieve3000 - Literacy program to support struggling readers in Grades 6-8 - School site license	1	\$6,500.00	Original	\$6,500.00							
Resource Teacher	The Reading Resource Teacher will provide pull-out support to at-risk students in grades K-5 during small-group differentiated instruction (ELA).										
Resource Teacher	The Reading Resource Teacher will provide pull-out support to at-risk students in grades K-5 during small-group differentiated instruction (ELA).										

Action Step: Professional Learning

Teachers and leadership will be provided Professional Learning opportunities and learn how to analyze data, teach the new standards, use data driven instruction and assessment, and classroom best practices.

Budget Total: \$139,945.00

Acct Description	Description
Coach	The Math Coach will assist the teachers (K-8) in how to teach the Math block, how to improve communications regarding expectations to students and parents, improve teaching techniques and better strategies through PLM meetings, observations, modeling, feedback, and to assist with gathering materials needed.

Acct Description	Description
Coach	The Literacy Coach will assist the teachers (K-8) in how to teach the ELA block, how to best complete iii tim how to improve communications regarding expectations to students and parents, improve teaching techniques and better strategies through PLM meetings, observations, modeling, feedback, and to assist w gathering materials as needed.

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$3,788.75

Acct Description	Description								
Supplies	Item	Quantity	Rate	Supply Type	Type	Total			
	Student folders to support school-home communication	540	\$1.00	General Supplies	Original	\$540.0			
	Agenda planners to support school-home communication	1	\$880.75	General Supplies	Original	\$880.7			
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Bilingual staff members to provide oral and written Spanish translation at in-person and Zoom parent engagement activities, meetings, misc translations with parents, phone calls, and events.	1	\$35.00	1	1	20	Non-Certified	Original	\$700.0

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Bilingual staff members to provide oral and written Creole translation at in-person and Zoom parent engagement activities, meetings, misc translations with parents, phone calls, and events.	1	\$35.00	1	1	20	Non-Certified	Original	\$700.00	
	Parent Liaison to support communication with parents about upcoming meetings, attendance, technology available at the school, services and agencies available to parents/students, and SAC meetings.	1	\$40.00	1	1	20	Non-Certified	Original	\$800.00	

Mission Statement

1. Mission Statement

Through our intentional Parent and Family Engagement Program at Somerset Academy DBK, we will educate, inform and empower our families to better support the cognitive and social-emotional development of their children through community partnerships, multiple methods of communication, resources, training and shared-decision making opportunities. We will enable and encourage all parents to participate as informed partners with school personnel in implementing the Title I school and home programs in an effort to improve student academic achievement and school performance.

Involvement of Stakeholders

Name	Title
Lisa Marie Santiago	Principal
Barbara Bridgett	Academic Leadership - ESE Contact and SBT Leader
Chely Lizardi Turpin	Office Manager
Mauricio Madero	Academic Leadership - ESOL Contact
Afifeh Shatara	Academic Leadership - Literacy Coach
Beth Pickman	Academic Leadership - Math Coach
Elizabeth Butu	Parent
Debra Lang-MacKendrick	K Team Lead
Kathleen Perry	1 Team Lead
Steve Krauss	2 Team Lead
Samantha Mayne	Academic Leadership - Dean of Discipline
Rachel Lott	4 Team Lead
Amanda Vasquez	MS Team Lead
Tracy Levine	3 Team Lead
Rachel Greenberg	5 Team Lead

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

Academic Leadership Team Members are appointed by the principal. The principal includes team leaders and other individuals that take on a leadership role at school with coordinating of student programs (ESE, ESOL). All members of the academic leadership team/Title I team represent different ethnic communities and welcome all stakeholders in the local community to participate in Title I meetings. Parents are asked in the beginning of the school year to join our Title I meetings and School Advisory Council meetings as members. Any parent that elects to be a voting stakeholder is accepted.

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

Meetings to introduce the Comprehensive Needs Assessment (CNA) process were held in February 24, 2025 at 10:00am during a teacher/staff meeting and in February 26, 2025 at 4:00pm during a stakeholder meeting. Committees that were assigned specific components of the CNA met on January 31, 2025. Information gathered for the CNA was used to determine priorities for the School-wide Plan (SWP) and the Parent Family Engagement Plan (PFEP).

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

During the CNA meetings, stakeholders provided input on what our family engagement should look like to support student learning. It was determined that our parent engagement should improve the academic development of our K-8 students by guiding, mentoring and coaching parents through what reasonable accommodations look like, how to access web-based programs and how to monitor student data. We will provide Spanish and Creole translation for all Title I materials and have translators at all Title I meetings.

Name	Title
Lisa Marie Santiago	Principal
Barbara Bridgett	ESE Contact and SBT Leader
Chely Lizardi Turpin	Office Manager
Afifeh Shatara	Literacy Coach
Beth Pickman	Math Coach
Mauricio Madero	ESOL Contact
Samantha Mayne	Dean of Discipline

Annual Parent Meeting

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

Our annual meeting will be held on September 10, 2025 at 4:00p.m. on campus and via zoom.

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

School website, marquee, social media (Facebook and Instagram), invitations via text messages and emails. Teachers will be notified through calendar invites and activities calendar.

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

Invitations; Agendas; Attendance/Sign-in sheet; PowerPoint; Evaluations; PFEP; School-Parent Compact. All resources will be translated in English, Creole, and Spanish.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effective parent communication skills & engagement

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

Teacher will use strategies to engage families for subgroup populations (ESE, ESOL, migrants, families with disabilities).

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

Parents will be able to understand student expectations, test data in parent friendly language, and be able to help with homework at home.

- What will teachers submit as evidence of implementation?

Classdojo and JupiterEd messages; parent conference notes.

- Month of Training

September 2025

- Responsible Person(s)

Lisa Santiago, Afifeh Shatara, Beth Pickman

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Positive Behavior Support/Proactive Behavior Management Skills

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

Teachers will use effective classroom behavior management strategies in the classroom to better promote and support positive behaviors inside the classroom and on campus to support student engagement.

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

To involve families in the school's positive support behavior plan implementation to support student engagement.

- What will teachers submit as evidence of implementation?

Classdojo and JupiterED messages; parent conference notes.

- Month of Training

August 2025

- Responsible Person(s)

Samantha Mayne

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Family Literacy and Math Night

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

Parents will engage in sample literacy and math strategies that they can use at home with their child. Parents will learn how to monitor student progress, and help with homework at home.

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

Parents will be given hands-on activities/manipulatives to understand the ELA and Math standards.

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

Parents will understand the B.E.S.T. standards and how to utilize at-home activities to assist their student with homework at home.

- Date of Training

October 2025

- Responsible Person(s)

Lisa Santiago, Afifeh Shatara, Beth Pickman

- Resources and Materials

Invitations, agenda, sign-in sheets, evaluations, PowerPoint presentation, FL standards handouts (all translated in English, Spanish, Creole).

- Amount (e.g. \$10.00)

\$0

3. Parent and Family Capacity Building Training #2

- Name of Training

Technology Night

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

Parents and families will learn how to best use the programs that the school uses such as: Colegia, iReady JupiterEd, IXL, and the school website.

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

Parents will be given the log in credentials to access their student's online curriculum programs using a school laptop.

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

Parents will understand how to navigate school online curriculum programs to assist their student with homework at home.

- Date of Training

January 2026

- Responsible Person(s)

Lisa Santiago, Afifeh Shatara, Beth Pickman

- Resources and Materials

Invitations, agenda, sign-in sheets, evaluations, PowerPoint presentation, (all translated in English, Spanish, Creole).

- Amount (e.g. \$10.00)

\$0

5. Parent and Family Capacity Building Training #3

- Name of Training

Assessments Night

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

Parents will navigate and participate in sample state standardized assessment questions and will be able to find testing resources online in order to help their student at home.

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

Parents will understand the expectations and structure of the state standardized assessments (STAR, FAST PM) using the school laptop.

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

Increased student proficiency scores and learning gains.

- Date of Training

March 2026

- Responsible Person(s)

Samantha Mayne

- Resources and Materials

Invitations, agenda, sign-in sheets, evaluations, PowerPoint presentation, (all translated in English, Spanish, Creole).

- Amount (e.g. \$10.00)

\$0

Coordination and Integration

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

- Name of Agency

McKinney-Vento Program

- Describe how agency/organization supports families.

The M-V program focuses on the needs of families experiencing homelessness and are enrolled within public schools. The program provides assistance through providing educational and other resources that otherwise would not be available to these families, such as providing school supplies and uniforms when needed.

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

Emails from District M-V program director, student housing questionnaire, program promotion through flyers/invites.

- Frequency

As needed

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

- Name of Agency

Individuals with Disabilities Education Act (IDEA)

- Describe how agency/organization supports families.

The Individuals with Disabilities Education Act (IDEA) supports families by ensuring a Free Appropriate Public Education (FAPE) for children with disabilities, including special education and related services. IDEA emphasizes parental participation in Individualized Education Programs (IEPs), empowering parents to be active partners in their child's education.

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

Supplement instruction support provided by the school will be discussed with parents during development of the student's IEP.

- Frequency

During schedule IEP meetings

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

- Name of Agency

Chrysalis Health Center

- Describe how agency/organization supports families.

Support program for families to ensure students achieve optimal levels of wellbeing through the provision of compassionate, innovative and effective behavioral and mental health services.

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

Family/Student referral forms, evidence of distribution, handouts

- Frequency

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

Our school will inform our families with timely information in English, Spanish, and Creole about our Title 1 program using the following venues: quarterly SAC meetings, news and calendar dates on school website www.Somersetdbk.org, Social Media (Facebook & Instagram), school marquee, Teacher/Parent conferences, and text messages through Call Multiplier and Classdojo.

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

Invitations, text messages, school website posting, fliers sent home in student folders, PFEP Summaries and Compact in the appropriate language of the family (English, Spanish, Creole).

- **Description**

Our school will inform families about the curriculum we utilize and how state assessments are used to measure student progress as well as proficiency levels students are expected to meet using the following venues: Open House, Title 1 Parent trainings, teacher/parent conferences, SAC meetings, iReady individual student results, Literacy and Math Night, Student Progress Reports and Report Cards quarterly.

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

Invitations, text messages, school website posting, iReady individual student results, in the appropriate language of the family (English, Spanish, Creole).

- **Description**

Our school will inform families about how state assessments are used to measure student progress as well as proficiency levels students are expected to meet using the following venues: Open House, Title 1 Parent trainings, teacher/parent conferences, SAC meetings, iReady individual student results, Literacy and Math Night, Student Progress Reports and Report Cards quarterly.

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

Invitations, text messages, school website posting, student data chat reports, in the appropriate language of the family (English, Spanish, Creole).

- **Description**

Our school will inform parents about opportunities to participate in decision making that relate to the education of their children by encouraging them to attend and participate in Title I meetings, SAC meetings, parent/teacher conferences, 504/IEP/LEP plan meetings, and to become an active volunteer at school events. Invitations will be distributed in English, Spanish, and Creole on fliers, Call Multiplier (text messages), and JupiterEd (emails).

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

Invitations, emails, text messages, school website posting, fliers sent home in student folders, parent/teacher conference notes, meeting agenda in the appropriate language of the family.

- **Description**

Our school will offer flexible time for meetings, parent training, activities and events to remove barriers for attendance by alternating times to include at school arrival, school dismissal and evenings at 4:00pm or 6:00pm. We will also offer virtual options for parents to join meetings through Zoom.

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

Invitations, text messages, school website posting, meeting agenda, in the appropriate language of the family.

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**

Accommodations will include oral and written translation of invitations, agendas, evaluations, handouts and PowerPoint presentations in English, Spanish, and Creole.

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

Parent meeting invitations, text messages, meeting agendas, meeting evaluations, all translated in appropriate languages. Spanish and Creole translators will be available at Title I meetings, SAC meetings, and school events.

- Description

Accommodations may be provided on an as needed basis and may include: priority seating, priority parking, mobility assistance and sign language if available.

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

Sample of request to District for staff to support parents. Photos of handicapped parking, ramps, elevators.

- Description

Accommodations may be provided on an as needed basis and may include: flexible scheduling based on the work schedules of the families and limited bus service. In-person and virtual options will be made available for all parent meetings. Referrals will be made to the Migrant department to offer tutoring, school supplies, clothing, etc.

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

School staff referrals to Migrant Department, brochure of services offered, translated letters.

- Description

Accommodations may be provided on an as needed basis and may include: materials, supplies, translation services, transportation, child care, technology devices, food and clothing. Referrals will be made to McKinney-Vento Program so they can assist in connecting families to the appropriate agencies to get further assistance.

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

Copy of referral email, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program brochure of services offered, and images of provided services to students such as clothing, care packages, school supplies, etc.

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

The following are in use on our campus to build students' skills outside of academic subject areas. Second Step classroom kits - This SLL program features interactive lessons packed with classroom activities. Students learn self-regulation skills that help with academic tasks, plus how to calm themselves down, how to appreciate others' points of view, and how to apply critical thinking and peaceful problem-solving skills. This universal, classroom-based program is designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem-solve and make responsible decisions. Each classroom received a grade-level kit, that includes easy-to-teach, short weekly lessons, engaging songs and games, and daily activities and take-home materials to reinforce learning. The Second Step Program Promotes • School success • School connectedness • Safe and respectful school climate By directly teaching students the skills that strengthen their ability to: • Learn • Manage emotions • Have empathy • Solve problems Skills for Learning • Students who can self-regulate are better able to participate in and benefit from classroom instruction. • The program promotes the development of students' self-regulation skills. It provides practice through games for Kindergarten– Grade 3 and through instruction in Skills for Learning across all grades. • Skills for Learning are necessary for having empathy, managing emotions, and solving problems. The Skills for Learning are woven into all units. Emotion Management Problem Solving • Students who can recognize strong emotions and calm down cope better and are less prone to aggressive behaviors. • The program teaches students proactive strategies that help prevent strong emotions from escalating into negative behaviors. • Calm students are better able to use other skills, such as problem-solving, to help them get along better with others and make good choices. Empathy • Being able to feel or understand what another person is feeling prepares students to manage their own strong emotions and solve interpersonal problems with others. • The program teaches students skills for identifying emotions in themselves and others, labeling these emotions, and taking the perspectives of others. • These skills are the basis for helpful and socially responsible behavior. Having empathy is also related to academic success. Problem-Solving • Being able to feel or understand what another person is feeling prepares students to manage their own strong emotions and solve interpersonal problems with others. • The program teaches students skills for identifying emotions in themselves and others, labeling these emotions, and taking the perspectives of others. • These skills are the basis for helpful and socially responsible behavior. Having empathy is also related to academic success. The Second Step Program Prevents • Problem behaviors • Antisocial behavior • Peer rejection • Low academic achievement • Impulsivity By developing students': • Self-regulation skills • Resiliency Standards • School connectedness

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Our SBT Leader/ESE Coordinator attends all required annual training activities. During Pre-Planning week, SBT training is held for all teachers. During our weekly Reading & Math interventionists meetings, held by the instructional coaches, we discuss student data, interventions, and next steps. The SBT leader maintains a log of all teachers that have started packets and monitors completion and compliance. SBT meetings are scheduled and held every week. When meeting schedules are distributed a list of required documentation to be presented at the meeting is included. We identify students for tiered support through grade level team meetings with instructional coaches, reviewing test data and behavioral charts. We refer to the grade level decision tree that are written in the SBT handbook. We use iReady and progress monitoring data, as well as teacher input. After graphing data from goals set with the teachers/interventionists, the SBT team reviews and decides if there is improvement which dictates more intervention, continuing the current intervention, or dismissing/monitoring the student. Tier 1 support is provided by the general classroom teacher, whole group lessons. Tier 2 is supplemental, provided by the general classroom teacher in small group sessions. Tier 3 receive both tier 2 support (teacher-led small group) and intensive intervention provided by the reading interventionist pull out. The Principal attends and is actively involved in 90% of all SBT meetings on our campus. SBT members include SBT Leader/ESE Coordinator, School Counselor, Instructional Coaches, Reading & Math interventionists, and Teachers.

Provision of a Well-Rounded Education

1. Well-Rounded Education

At Somerset Academy DBK, we have fully implemented the Florida B.E.S.T Standards for Reading, Language Arts, and Math. We follow the Next Generation Florida Sunshine State Standards (NGSSS) for Science and Social Studies. We ensure that our students are provided with a well-rounded education including enrichment opportunities by scheduling the following: K-5 students participate in a fine arts wheel on a 3 day rotation. The rotation includes: Art, Music, Media. Recess and/or Physical education is daily. In our middle school, the following electives are offered: Art, Music, Physical Education, Intensive Reading (based on levels 1 and 2 on PM3), and 8th Grade Business Entrepreneurial Skills. 8th grade students have an opportunity to take three high school level classes: Business Entrepreneurial Skills, Algebra Honors or Geometry Honors, and Biology Honors. Extended learning time including extra curricular activities such as: Afterschool weekly tutoring, Afterschool enrichment clubs, Literacy/Math Night, Family Science Night, Technology Night, and Assessments Workshop. The curriculum addresses the Florida Standards and assessments are given to identify the individual needs of each student. Students engage daily in hands-on learning experiences that provide rich opportunities to deepen their understanding of content knowledge, mathematical concepts, and stretch their thinking in the world of literacy. Teachers develop instruction that integrates each of the subject areas into a cohesive unit. These units provide students with connected tasks and skills, which allow them to explore how their learning works together. At the end of an instructional timeline, students work together to complete a project based learning task that showcases the skills and developments they have made over the course of the unit. All Somerset Academy DBK students will:

- Read and understand grade level text
- Analyze key ideas, details, the author's craft and structure
- Integrate knowledge and ideas
- Develop foundations for mathematical practices
- Explore number sense, algebraic thinking, measurement, data and geometry
- Create written works of opinion, informative, and narrative text types
- Read, think, and explain specific content topics in the social sciences

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

At our school, we build student's awareness of and readiness for post-secondary opportunities and the workforce by:

- Offering Algebra 1 Honors, Geometry Honors, Biology Honors, and Business Entrepreneurial Skills to our 8th grade students and other high school course work using Somerset Virtual Academy.
- Offering project-based learning in some of our classes
- Encouraging students in grades 5-8 to serve as volunteers during school-based family fun activities i.e., Literacy Night, Family Science Night, Trunk or Treat.
- We host guest speakers from local high school choice programs to speak with our 8th grade students about the opportunities they have in high school

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

On our campus, to assist preschool students in transitioning from early childhood education programs to elementary school, we provide the following: - As part of our Charter School of Choice enrollment process we invite perspective students and their families to tour our school on specific Teacher Work Days during February and March. - At the conclusion of our enrollment process, we invite families to our version of round-up where we provide a comprehensive overview of the Kindergarten curriculum, our single school culture expectations, the School Food Service Department breakfast, lunch and supper snack programs, before and after school care, exceptional student education services, opportunities for parental involvement (SAC, Title 1), transportation and a Summer Packet. - On the Friday before teachers return to work, we invite all families to come to our uniform sale. - We invite families to "Meet the Teacher" during pre-school week. - We invite families to Open House scheduled during the last week of August, to hear about our curriculum and programs offered in their students' classroom.

Professional Learning

1. Professional Learning

The following professional development opportunities are offered/provided to our instructional and non-instructional staff to improve the delivery of instruction and the use of data to support instructional decisions: - DBK Behavior Plan and PBIS Mascot Junction - Weekly PLCs/Data chats - Clinical Educator Training at PBSC - Educator Support Program - PLCs - EDW - Unify - SAVVAS - SBT - ESE Strategies - ESOL Strategies - LLI - Benchmark Advance Literacy program - Online resources (MobyMax, JupiterEd, Planbook, BrainPOP, iReady, IXL, Penda Learning) - YMHFA - Verbal De-escalation - Assessments TA and Proctor trainings

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Our school's recruitment and retention efforts include the following: The administration advertises open positions on www.indeed.com and communicates with local post-secondary institutions to recruit teacher educators. Administration works closely with the District Certification Office to ensure that candidates are certified and qualified in their field. The Academic Leadership Team (including the Principal) comprise the teacher interview committee. Candidates respond to situational interview questions. Newly hired teachers are assigned a mentor teacher to provide support during their first year of employment. Teachers new to the profession participate in/complete the School District of Palm Beach County Educator Support Program (ESP). ESP includes mentoring, coaching and on-going professional development. Teachers participate in on-going professional development through the School District of Palm Beach County, Doral Leadership Institute, and school-based professional development. Teachers attend regularly scheduled faculty meetings, team/grade level meetings, committee meetings and Professional Learning Communities (PLC). Teacher/classroom observations are scheduled and conducted throughout the year. An electronic format is used and immediate feedback provided. Pre/post conferences are scheduled/held as needed. Teachers are offered many opportunities to earn additional stipends from Title I funds or operating, by sponsoring an afterschool enrichment club or working the afterschool tutoring program. Employee benefits include: 401K with a 4% match, medical, dental and vision insurance, Aflac option, extra duty supplements and a longevity bonus program. The school hosts many fun activities for the staff, such as themed lunches or spirit dress down days. On Teacher Work Days, we celebrate our hard work at an off campus site.