
Title I Comprehensive Schoolwide Plan
SOMERSET ACADEMY LAKES (4091)

ELA

1. List prioritized needs statements.

- Over the past three years, ELA proficiency increased from 33% in 2021–2022 to 47% in 2022–2023 and 49% in 2023–2024. While this shows progress, overall proficiency remains below the level needed for the school to earn an “A” school grade - Over the past three years, 3rd grade ELA proficiency has declined from 55% to 41%, with current 2025–2026 PM2 data showing 31% proficiency mid-year, indicating a need to strengthen early literacy and grade-level reading instruction.

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

- Teachers need continued support strengthening their capacity to consistently implement standards-aligned ELA instruction across grade levels. - Some students need additional support in developing foundational reading skills in the primary grades. - Teachers need additional support in using student data to plan targeted small group instruction and interventions. - Students need increased opportunities to practice grade-level reading and comprehension skills through research-based technology platforms. - Some students require additional academic support beyond the school day, creating a need for expanded after-school tutoring opportunities.

3. Share possible solutions that address the root causes.

- Utilize instructional coaches to build teacher capacity and support the consistent implementation of standards-aligned ELA instruction across grade levels. - Utilize interventionists to provide targeted literacy instruction and support the development of foundational reading skills in the primary grades. - Implement research-based technology platforms to support data-driven instruction and targeted practice for students. - Increase the use of research-based technology platforms to provide students with additional opportunities to practice grade-level reading and comprehension skills. - Provide afterschool tutoring for struggling subgroups

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

• Communication

The school will strengthen the PFEP by communicating Title I information, curriculum expectations, and student progress through gradebook updates, bulletins, push notifications, website announcements, and flyers sent home through carline and student backpacks. Parent meetings will be offered at varying times and formats, including in-person, virtual, and hybrid sessions, to increase family access and participation.

- Parent Training

Supporting Literacy at Home: This parent training will provide families with practical strategies to support their child's reading development at home. Parents will learn ways to build vocabulary, ask comprehension questions while reading, and encourage daily reading habits. The session will also include guidance on how to use school technology platforms and review student progress through the online gradebook to better support their child's academic growth.

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

- School

providing high-quality ELA instruction, sharing student progress with families, and offering resources to help parents support reading at home.

- Students

encouraging daily reading at home, monitoring their child's academic progress, and maintaining communication with teachers.

- Parents

actively participating in reading activities, completing assignments, and practicing reading skills both at school and at home.

- Staff Training

Partnering with Families to Support Reading - This professional development will support teachers in building strong partnerships with families to promote reading at home. Staff will learn strategies for communicating with parents about reading expectations, sharing simple activities families can do at home, and providing resources that help parents support their child's literacy development. The training will also focus on effective ways to engage families through conferences, workshops, and ongoing communication.

- Accessibility

Accessible supports will be provided such as large-print presentation materials, bilingual meeting options, childcare for younger siblings, and flexible meeting times held in ADA-accessible spaces. Additional support services will be offered including counseling support for families experiencing homelessness and resources to assist migrant families.

Math

1. List prioritized needs statements.

2025–2026 PM2 data shows 22% proficiency mid-year. Over the past three years, math proficiency increased from 37% in 2022–2023 to 58% in 2023–2024 and 59% in 2024–2025, showing improvement in overall math performance. However,

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

- Teachers need additional support implementing effective strategies for differentiating math instruction for students performing below grade level. - Teachers need continued support in analyzing student data and using it to plan targeted small group instruction and reteaching. - Students need increased opportunities to practice math skills using research-based technology platforms that reinforce grade-level standards. - Some students require additional academic support beyond the school day, creating a need for expanded after-school tutoring opportunities. - Teachers need continued support strengthening standards-aligned math instruction to ensure students are consistently exposed to grade-level rigor.

3. Share possible solutions that address the root causes.

- Provide professional development and coaching support to help teachers implement effective strategies for differentiating math instruction for students performing below grade level. - Use PLCs and data meetings to support teachers in analyzing assessment data and planning targeted small group instruction and reteaching. - Implement research-based technology platforms to provide students with additional practice and reinforcement of grade-level math standards. - Provide after-school tutoring opportunities to offer additional math support for students who need extra help. - Utilize instructional coaches to support teachers in strengthening standards-aligned math instruction and increasing rigor in math lessons.

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

- Communication

The school will strengthen the PFEP by communicating math curriculum expectations and student progress through gradebook updates, school bulletins, push notifications, website announcements, and flyers sent home through carline and student backpacks. Parent meetings and workshops will be offered at varying times and formats, including in-person, virtual, and hybrid sessions, to provide families with strategies and resources to support math learning at home.

- Parent Training

Building Math Fact Fluency at Home - This parent training will provide families with strategies to help students build math fact fluency at home. Parents will learn simple games and practice routines to strengthen addition, subtraction, multiplication, and division skills, as well as how to use the school's math technology platform to support regular practice and track progress.

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

- School

by providing high-quality math instruction, sharing student progress with families, and providing resources and strategies to help parents support math learning at home.

- Students

by actively participating in math lessons, completing assignments, and practicing math skills both at school and at home.

- Parents

by encouraging regular math practice at home, monitoring their child's academic progress, and maintaining communication with teacher

- **Staff Training**

Building Math Fluency in Everyday Life - This training will support teachers in showing parents how to incorporate math practice into everyday routines. Teachers will learn strategies for guiding families to build math fluency through daily activities such as grocery shopping, cooking, telling time, and budgeting.

- **Accessibility**

Accessible supports will be provided such as large-print presentation materials, bilingual meeting options, childcare for younger siblings, and flexible meeting times held in ADA-accessible spaces. Additional support will be available including resources for families experiencing homelessness and assistance for migrant families to ensure they have access to math resources and information.

Science

1. List prioritized needs statements.

Over the past three years, science proficiency remained low at 21% in 2021–2022, 25% in 2022–2023, and 23% in 2023–2024, before increasing to 56% in 2024–2025. 2025–2026 assessments show 44% science proficiency predicted.

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

- Teachers need continued support strengthening their capacity to implement standards-aligned science instruction across grade levels. - Students need increased opportunities to engage in hands-on investigations and scientific reasoning aligned to grade-level standards. - Teachers need additional support using student data to identify skill gaps and plan targeted reteach in science. - Students need increased opportunities to practice science concepts through research-based technology platforms. - Some students require additional academic support beyond the school day, creating a need for expanded after-school tutoring opportunities in science.

3. Share possible solutions that address the root causes.

- Provide professional development and coaching support to strengthen teacher capacity in implementing standards-aligned science instruction.
- Increase access to science lab materials and supplies to support hands-on investigations and inquiry-based learning aligned to grade-level standards.
- Implement research-based technology platforms to provide students with additional practice and reinforcement of science standards.
- Provide after-school tutoring opportunities to offer additional academic support for students needing extra help in science.

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

• Communication

The school will strengthen the PFEP by communicating science curriculum expectations, upcoming science activities, and student progress through gradebook updates, school bulletins, push notifications, website announcements, and flyers sent home through carline and student backpacks. Parent meetings and workshops will be offered at varying times and formats, including in-person, virtual, and hybrid sessions, to ensure families have access to information and resources that support science learning at home.

• Parent Training

Supporting Science Learning at Home - This parent workshop will provide families with strategies to support science learning through everyday experiences. Parents will learn how to encourage curiosity, ask questions that promote scientific thinking, and connect science concepts to daily activities such as cooking, gardening, and observing the natural world.

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

• School

by providing high-quality, standards-aligned science instruction, sharing student progress with families, and providing resources and opportunities that encourage hands-on science learning.

- **Students**

by actively participating in science lessons, completing assignments, and engaging in activities that build scientific thinking and problem-solving skills.

- **Parents**

by encouraging curiosity and discussion about science at home, supporting completion of assignments, and maintaining communication with teachers about their child’s progress.

- **Staff Training**

Engaging Families in Science Learning - This professional development will support teachers in strengthening communication with families about science learning. Teachers will learn strategies for sharing student progress, providing parents with simple science activities that can be done at home, and guiding families on how to support scientific thinking and inquiry outside of school.

- **Accessibility**

Accessible supports will be provided such as large-print presentation materials, bilingual meeting options, childcare for younger siblings, and flexible meeting times held in ADA-accessible spaces. Additional support will be available including resources and assistance for families experiencing homelessness and support services for migrant families to ensure equitable access to science resources and information.

Action Step: Classroom Instruction

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

Budget Total: \$58,734.00

Acct Description	Description					
Resource Teacher	The Interventionist is a certified staff that will work with the lowest 30% in small-group settings through push-in and pull-out models, providing RTI interventions and remediation for students in grades K-5 in all subject areas.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Composition books (50 pack)	5	\$83.60	General Supplies	Original	\$418.00
	Primary journals (50 pack)	2	\$80.00	General Supplies	Original	\$160.00
	Alphabet letter posters	12	\$13.00	General Supplies	Original	\$156.00

Action Step: Professional Learning

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

Budget Total: **\$125,000.00**

Acct Description	Description
Tch Res Staff Development	The PL Resource staff developer will focus on Reading/Math/Science and will assist and coach teachers through PLCs, use the coteaching model, complete observations, and provide feedback for all Reading, Math and Science teachers in grades K-2.
Tch Res Staff Development	The PL Resource staff developer will focus on Reading/Math/Science and will assist and coach teachers through PLCs, use the co-teaching model, complete observations, and provide feedback for all Reading, Math and Science teachers in grades 3-5.

Action Step: Parent Engagement

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

Budget Total: \$2,800.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Folders	4	\$40.00	General Supplies	Original	\$160.00
	Paper (colored and copy) packs of 20	4	\$300.00	General Supplies	Original	\$1,200.0
	Chart paper	5	\$135.00	General Supplies	Original	\$675.00
	Ink (Black and colored) for parent training materials	9	\$85.00	Technology	Original	\$765.00

Mission Statement

1. Mission Statement

Parents play an important role in supporting their child’s learning and contributing to overall student success. Somerset Academy Lakes encourages families to stay actively involved in their child’s education through opportunities such as participating in advisory committees, receiving timely invitations to parent universities, events, and workshops, and being provided with tips and resources to support learning at home. The school also works to strengthen partnerships with the community and reduce barriers that may limit family participation.

Involvement of Stakeholders

Name	Title
Deanne Chambers	Assistant Principal
Maria Piedrahita	Principal
Arayansi Cordero	Single School Culture Coordinator
Malandi Bernard	Teacher
Ariannys Marino	Teacher
Phyllis Racker	Teacher
Daniela Chacon	Teacher
Dena Dias	Instructional Coach
Pamela Bralow	Teacher
Katie Walker	Teacher
Alesia Forde	Teacher
Michalia Cooper	Teacher
Natasa Trisha	Teacher
Danielle Brown	Teacher
Nicole Soto	Teacher
Gerard Thompson	Teacher
Rokshana Mia	Teacher

Name	Title
Colleen Medley	Teacher
Madeline Fleming	Teacher
Guerline Ilneus	Teacher
Christine Kelly	Teacher
Erielle Watkins	Teacher
Atiqa Rana	Teacher
Asania Richards	Teacher

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

Participants are recruited through outreach at school meetings and events such as the Comprehensive Needs Assessment meeting, School Advisory Council meetings, and other community engagement opportunities. All stakeholders are welcome to participate, and involvement is not limited by demographic factors. Individuals who regularly engage in school activities and demonstrate interest in supporting school improvement are encouraged to serve as representatives 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.

Stakeholders participate in the development of the Schoolwide Plan through multiple opportunities for collaboration during the school year. Ongoing feedback is gathered through quarterly School Advisory Council meetings, the Title I Annual Meeting held in the fall, and additional parent input sessions held throughout the year. To ensure accessibility, the school provides supports such as bilingual sessions, large-print materials, and flexible meeting times to accommodate families' needs. CNA Staff Meeting - February 23, 2026 at 7:40am CNA Stakeholder Meeting - February 25, 2026 at 5:30pm

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

Stakeholders are given opportunities to share input on Title I funding and family engagement through discussions at the Title I Annual Meeting, stakeholder meetings, School Advisory Council meetings, and feedback collected from Parent University sessions and evaluation forms. This collaboration helps strengthen family involvement and supports improved student outcomes.

Name	Title
Deanne Chambers	Assistant Principal
Maria Piedrahita	Principal

Annual Parent Meeting

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

Date: October 6th, 2026 Location: Cafeteria Time: 5:30pm

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

Push Notifications, School Newsletter, Email Distribution, Flyers passed out in carline, Social Media Posts

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

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

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Strengthening Family Partnerships to Support Student Learning

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

Staff will learn strategies for building strong partnerships with families through effective communication and collaboration. Teachers will learn how to clearly share student progress, explain academic expectations, and provide parents with practical strategies and resources to support learning at home. The training will also focus on ways to engage families through conferences, workshops, and regular communication.

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

This training will strengthen relationships between families and school staff by improving communication and increasing opportunities for parent involvement. As families become more informed and engaged in their child's education, they will be better equipped to support learning at home, leading to improved student achievement.

- What will teachers submit as evidence of implementation?

Teachers will submit evidence such as parent communication logs, copies of newsletters or messages sent to families, conference documentation, and resources or activities shared with parents to support learning at home.

- Month of Training

September

- Responsible Person(s)

Deanne Chambers

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Using Academic Data to Engage Families

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

Staff will learn strategies for helping parents understand student assessment data, including FAST and other schoolwide assessments. Teachers will learn how to explain student progress in clear language, guide parents in identifying skill gaps, and share strategies families can use at home to support academic growth.

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

Parents will have a clearer understanding of their child's academic performance and will feel more confident supporting learning at home. This increased awareness and collaboration between school and families will lead to stronger parent involvement and improved student outcomes.

- What will teachers submit as evidence of implementation?

Teachers will submit evidence such as parent conference documentation, data chat materials shared with families, communication logs, and examples of resources or guidance provided to parents to support student learning at home.

- Month of Training

January

- Responsible Person(s)

Deanne Chambers

Parent Trainings

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Reading Strategies for Strong Comprehension

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

Parents will learn strategies to support reading comprehension at home, including asking text-based questions, building vocabulary, and encouraging daily reading routines. Families will also learn how to monitor their child's reading progress using the gradebook and FAST portal.

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

Parents will participate in guided practice using short reading passages and will model how to ask comprehension questions and discuss key ideas with their child. Families will also practice navigating the gradebook and FAST portal to review student progress.

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

Parents will be better equipped to support reading comprehension and vocabulary development at home, which will help strengthen literacy skills and improve student performance in ELA.

- **Date of Training**

September

- **Responsible Person(s)**

S. Loudon-Jones

- **Resources and Materials**

Agenda, parent sign-in sheets, PowerPoint presentations, training handouts, grade level reading passages, example student work samples, activity guides, and take-home resource sheets for families.

- Amount (e.g. \$10.00)

\$150.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Math Fluency in Everyday Life

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

Parents will learn strategies to build math fluency at home by practicing math facts, reinforcing problem-solving steps, and incorporating math into everyday routines such as shopping, cooking, and budgeting.

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

Parents will participate in hands-on math activities and games that can be used at home to reinforce math skills. Families will also be shown how to access the school's math technology platforms to support additional practice and monitor student progress.

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

Students will develop stronger math fluency and problem-solving skills through consistent practice at home, leading to improved confidence and performance in mathematics.

- Date of Training

December

- Responsible Person(s)

S. Loudon-Jones

- **Resources and Materials**

Agenda, parent sign-in sheets, PowerPoint presentations, training handouts, math practice worksheets, example student work samples, activity guides and take-home resource sheets for families.

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

\$150.00

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Understanding FAST and Monitoring Your Child's Progress

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

Parents will learn how to review their child's FAST assessment results, understand achievement levels, and identify areas where their child needs additional practice. Families will also learn how to monitor academic progress using the gradebook and school learning platforms.

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

Parents will participate in guided practice reviewing sample FAST score reports and navigating the gradebook and FAST portal. Staff will model how to identify skill gaps and demonstrate simple activities parents can use at home to reinforce those skills.

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

Parents will have a clearer understanding of their child's academic progress and will be better equipped to support targeted practice at home, leading to improved student performance on academic assessments.

- Date of Training

January

- Responsible Person(s)

S. Louden-Jones

- Resources and Materials

Agenda, parent sign-in sheets, PowerPoint presentation, sample FAST score reports, gradebook access guides, printed handouts explaining FAST achievement levels, and take-home guides for parents to monitor student progress.

- Amount (e.g. \$10.00)

\$150.00

Coordination and Integration

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

- Name of Agency

IDEA

- Describe how agency/organization supports families.

IDEA supports families by ensuring that students with disabilities receive appropriate educational services and accommodations through Individualized Education Programs (IEPs). The agency provides guidance, resources, and protections that help families participate in decision-making and advocate for their child's educational needs.

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

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

- Frequency

Quarterly and as needed

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

- Name of Agency

SAFE Schools

- Describe how agency/organization supports families.

SAFE Schools supports families by providing resources, education, and programs that promote safe and supportive learning environments for students. The organization works with schools and families to address issues such as bullying prevention, student safety, and positive behavior supports, helping ensure that students feel secure and supported both at school and at home.

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

Program website, Program Flyers, Newsletters

- Frequency

Quarterly and as needed

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

- Name of Agency

McKinney-Vento Program

- Describe how agency/organization supports families.

The McKinney-Vento Program supports families experiencing homelessness by ensuring that students have access to a stable and continuous education. The program provides resources such as school enrollment assistance, transportation support, access to school supplies, and connections to community services to help remove barriers that may impact student learning and family stability.

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

Student Housing Questionnaire Samples, Parent University Agendas, Parent Notifications

- Frequency

Quarterly and as needed

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Somerset Academy Lakes shares information about Title I programs throughout the year through a variety of communication methods, including the school newsletter, emails, text messages, push notifications, and flyers. Title I teachers and school administrators will provide an overview of Title I programs and available opportunities during the Annual Title I Meeting. Parents will have the opportunity to ask questions and engage in discussion to ensure a clear understanding of the information presented. Translation services will be available to support families who speak multiple languages.

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

Push Notifications, flyers/invitations in multiple languages, Annual Title 1 Meeting PowerPoint Presentation.

- Description

Information about academic programs, the Florida B.E.S.T. Standards, grade-level promotion requirements, and methods used to assess student learning will be shared with families during Open House, Title I informational meetings, parent conferences, and whenever parents request additional information. Classroom teachers will also review the school's curriculum, FAST assessments, and other progress monitoring tools with families during parent-student-teacher data discussions held throughout the school year.

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

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

- Description

Information related to academic assessments, including FAST, iReady, and other schoolwide measures of student progress, will be shared with parents during Parent University sessions, teacher-parent conferences, and whenever families request additional information.

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

Parent University PowerPoint presentations, family resource letters, testing calendar

- Description

Parents will be informed about opportunities to participate in regular meetings, including Parent University sessions, the Title I Annual Meeting, Parent Input Meetings, and School Advisory Council (SAC) meetings. These meetings provide families with opportunities to share suggestions, collaborate with school staff, and take part in decision-making related to their child's education.

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

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

- Description

Somerset Academy Lakes will offer flexible meeting times before school, during school hours, and in the evening on both weekdays and weekends to encourage family participation. Flyers and invitations will highlight these flexible scheduling options, and additional supports will be provided when needed, including transportation assistance, free childcare, large-print materials, accommodations for individuals with special needs, and translation services.

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

Push notifications, flyers/invitations, Social Media posts, Newsletter

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

School communications, including letters, invitations, announcements, and parent meeting information, will be provided in both English and Spanish. Translators will be available at school events, and separate sessions may be offered for families with limited English proficiency when needed. Written communications will be shared in multiple languages, and the school's website will include a translation feature through a drop-down menu. School staff will also assist families in navigating online platforms that are primarily in English, such as the FAST portal, and provide support during parent meetings.

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

Flyers and invitations in multiple languages, push notifications/emails in languages, parent contact conference logs from the ELL liaison

- Description

Families will be surveyed at the beginning of the school year and prior to each Parent University session to identify any accommodations needed for individuals with disabilities. The campus includes accessible features such as ramps, an elevator, large presentation screens, and a sound system to support individuals with hearing needs. Printed materials for presentations and activities will also be available in large print to reduce barriers. Parent training flyers outline available accommodations for hearing, vision, and physical needs, and families will have the option to participate virtually when needed. Presentations may also be provided in large print with audio support to ensure accessibility for all participants.

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

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

- Description

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

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

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

- Description

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

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

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

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

To meet the needs of our students beyond academic subject areas, we provide access to counseling and mental health support through our onsite mental health counselors. When additional support is needed, we also work with outside agencies and community providers who can provide services to students during the school day. These supports allow students to address personal, social-emotional, and behavioral needs while remaining focused on their education. Our goal is to ensure that students feel supported, connected, and equipped with the skills they need to be successful both in and outside of the classroom. Our school is committed to developing students' non-academic skills, which ultimately support their academic growth and overall success. Each classroom utilizes our Positive Behavior Incentive System, Cobra Rewards, to support daily behavior management and reinforce positive choices. The system provides students with clear expectations and incentives that encourage them to be responsible, motivated, respectful, and engaged in their learning. Our school-wide **3 R's—Responsible, Respectful, and Ready to Learn**—are consistently reinforced throughout the school. Teachers and administrators use positive praise, recognition, and classroom incentives to reinforce appropriate behaviors and encourage student success. Classroom incentives may include rewards such as treasure box items, special privileges, booth buddy passes, and other experiences. These incentives reinforce positive behaviors and SLL skills such as perseverance, maintaining a positive attitude, responsibility, helpfulness, self-control, and respect for others. Teachers also communicate with families regarding student behavior and progress through our communication platforms. Some classrooms utilize Morning Meetings to provide students with an opportunity to build relationships, discuss expectations, develop skills for lifelong learning, and strengthen classroom community. The school also incorporates character development and global awareness throughout the year. Through our monthly Character Counts program, students are introduced to a different character trait and global perspective each month. Topics include trustworthiness, respect, caring, teamwork, compassion, equality, and other qualities that support positive character development. Teachers and administrators reinforce these themes through classroom instruction, school-wide activities, and student and family events. The school has also adopted the Leader in Me program to support social learning and leadership development. Leader in Me helps students develop communication skills, build positive relationships, strengthen their sense of responsibility, and contribute to a caring and supportive school community. Students participate in weekly lessons and activities that focus on leadership, character, personal responsibility, and positive decision-making. Teachers may also utilize Leader in Me strategies to address individual student needs or provide additional support for students receiving Tier 2 or Tier 3 interventions. Through these programs and supports, we are committed to developing the whole child. We recognize that students need more than academic knowledge to be successful. By providing counseling support, positive behavior systems, character development, leadership opportunities, and SLL learning, we help students develop the skills and behaviors necessary to be successful in school, in their communities, and in their future endeavors.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

2. The school-based team (SBT) uses the Problem-Solving Model to conduct all meetings. Through the utilization of data analysis, formative and summative assessments, and collaboration, the team identifies students who need additional academic and/or behavioral support at the supplemental or intensive level. An intervention plan is developed using PBCSD Form 2284, which identifies the student's specific areas of deficiency and appropriate research-based interventions to address those needs. The team works diligently to ensure that the necessary resources are available and that interventions are implemented with fidelity for Tier 2 and Tier 3 students. All students receiving interventions are progress monitored using EasyCBM and FastBridge. Each case is assigned a case liaison to support the interventionist and ensure that interventions are implemented appropriately. Parents are informed of their child's response to intervention through letters sent home and parent conferences. Administration and teachers practice shared decision-making to ensure the needs of all students are addressed through PLCs, grade-level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Teachers participate in data chats where academic data and behavioral concerns are analyzed and discussed. Students are tiered according to identified academic and behavioral needs. Tier 1 Implementation Tier 1 instruction is provided within the classroom and focuses on explicit and systematic instruction. Instruction is aligned to grade-level, subject-area, and behavioral standards and incorporates effective whole-group and small-group instruction aligned with the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons utilizing HMH StudySync, students participate in the Achieve3000 Literacy program, i-Ready Reading and Math instruction, and IXL Skills Practice for mathematics. To support a positive and productive learning environment, students are expected to adhere to the school's "3 R's" expectations: Responsible, Respectful, and Ready to Learn. Tier 2 Implementation In addition to Tier 1 core instruction, identified students receive an additional 30 minutes of targeted intervention three times per week. Interventions are focused on specific academic and/or behavioral skills that may pose a barrier to student learning and academic acceleration. Student-centered data are used to identify groups of students who share similar academic and/or behavioral needs. Progress monitoring data are reviewed regularly to determine the effectiveness of the intervention and whether adjustments are needed. Tier 3 Implementation Tier 3 services are designed to address the needs of students who are experiencing significant academic and/or behavioral difficulties and who have demonstrated limited response to Tier 1 and Tier 2 interventions. These students receive targeted intervention for 30 minutes daily, five days per week, in the specific area of need identified by the SBT. Progress monitoring is conducted consistently to evaluat

Provision of a Well-Rounded Education

1. Well-Rounded Education

It is our priority to maintain high expectations while providing all students with a well-rounded education. We provide a comprehensive academic experience where students are exposed to a variety of courses throughout the school day, including Fine Arts (music and visual arts), Physical Education, Health, Social Studies, and a variety of Sports, Leadership, and Management courses. Our SLAM course tracks offer students opportunities to explore areas such as sports medicine, sports management, and sports leadership. Within the Sports Medicine track, students have the opportunity to take science courses such as Anatomy and Physiology. Throughout the school day, students also participate in ongoing novel studies, hands-on project-based learning, and social skills activities that help them develop not only the academic skills necessary to succeed in the 21st century, but also the social skills needed to excel. After school, we provide students with additional opportunities to participate in sports teams, clubs, and music ensembles. These activities include, but are not limited to, Fashion Club, Student Government Association, football, basketball, baseball, concert band, chorus, gaming club, cheerleading, and other student leadership opportunities. The master schedule is created after conducting a master board analysis, utilizing Agavex which focuses on the specific needs of students in general education, ESE, ELL, RTI, and AMP (Advanced Math Placement). AMP begins in 7th grade with Algebra and provides acceleration and enrichment in mathematics for students who demonstrate the need and desire to be challenged. Students in our accelerated educational track participate in Honors and Advanced courses in Reading, Math, Social Science, and/or Science. Specific student data is also reviewed when developing the master schedule and making course placements. This includes IEP and ELL plans, SBT referrals and intervention plans, as well as assessment data from FAST, RRR, IXL, and Achieve 3000. Teacher recommendations are also taken into consideration when placing students into homerooms and specific courses, including enrichment courses. SAI (Supplemental Academic Instruction) is provided in a pull-out, small-group environment, utilizing LLI to meet the needs of students who rank in the lowest 35% in reading and mathematics. Students who scored a Level 1 or Level 2 on FSA Mathematics and Reading are enrolled in intensive math and/or reading courses designed to bridge learning gaps and provide targeted instruction focused on specific skills.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Our curriculum is designed to prepare students for their future educational endeavors and career opportunities. We believe that providing students with a strong elementary education creates the foundation they need to be successful as they transition into middle school, high school, college, and the workforce. Our curriculum has been constructed by our teachers to incorporate hands-on learning experiences and the necessary skills students need to become successful, independent learners. Students are exposed to collaborative projects, critical thinking, problem-solving, and communication skills through group work and cross-curricular activities. These opportunities allow students to apply what they are learning in the classroom to real-world situations while developing the skills necessary for future academic and career success. Technology is also integrated throughout the curriculum to help students develop digital literacy and computer skills that are essential for college and career readiness. In addition to our academic curriculum, we provide students with opportunities to interact with professionals and community members who share their experiences and knowledge about different occupations and career pathways. Guest speakers are invited to campus to educate students about their careers, the education and skills required for their professions, and the steps they took to accomplish their goals. These experiences help students begin to make connections between their education and their future aspirations. School-wide, we are committed to building college and career awareness and helping students understand the many opportunities available to them after high school. Displays throughout the school highlight staff members' alma maters and educational pathways, allowing students to see examples of different post-secondary experiences. Our guidance program also provides career awareness opportunities through Career Day/Week, guest speakers, potential college campus visits, and community volunteers who engage with students and share information about various programs, majors, careers, and extracurricular opportunities, including college sports. Through these experiences, we strive to expose students to a variety of educational and career pathways at an early age and help them understand that the skills they develop today will contribute to their future success.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Students entering Kindergarten for the first time are encouraged to visit the school prior to the first day of school to meet their classroom teacher, tour the school, and become familiar with their new surroundings. Students entering Kindergarten participate in an Early Literacy Screening prior to the beginning of the school year to help determine class placement and establish baseline data for each student. Our lead teachers and instructional coach work closely with our Kindergarten teachers to ensure that students receive developmentally appropriate, standards-based instruction while building the foundational skills necessary for Kindergarten readiness. Teachers participate in quarterly data chats to monitor student progress, identify areas of need, and determine appropriate supports. Early literacy skills are monitored through assessments focused on phonemic awareness, phonics, and high-frequency word recognition and retention. Our school offers an annual Kindergarten Round-Up in the spring to help students and families prepare for the transition into Kindergarten. The event includes parent information and training on what to expect during the Kindergarten year, as well as strategies and resources families can use throughout the summer to help prepare their children for the start of school. New Kindergarten families are also provided with an opportunity to tour the school and become familiar with the campus. Parents receive resources and information to support their child's academic and social development. Once students begin Kindergarten, parents are invited to a Curriculum Meeting and parent engagement events that provide an overview of what their child will learn and be able to do by the end of the Kindergarten year. Teachers maintain ongoing communication with parents throughout the year to discuss student progress, Kindergarten readiness, and areas in which additional support may be needed. Parents are also encouraged to attend our annual Meet the Teacher event prior to the start of school. This provides students and families with an opportunity to meet the teacher, visit the classroom, and become familiar with the school environment. These opportunities help students feel more comfortable and confident and support a smooth, positive, and independent transition into Kindergarten.

Professional Learning

1. Professional Learning

Professional development is a best practice that is intricately interwoven to support teacher pedagogy and effectiveness. Our professional development is based on teacher observations, classroom walk-throughs, student needs, and feedback from our teachers. We also ask teachers to identify areas in which they would like additional support or professional learning. This allows us to provide professional development that is meaningful, relevant, and responsive to the needs of our teachers and students. Through ongoing classroom walk-throughs and observations, we are also able to identify areas of strength as well as opportunities for growth and improvement. Our staff has dedicated time each week to meet with instructional coaches in the core content areas to review best practices, discuss instructional strategies, and reflect on classroom practices. We have also incorporated dedicated time within the employee schedule for PLC meetings, planning, and professional development. This time provides teachers with opportunities to analyze student data, plan instruction, review effective practices, and participate in professional learning that directly supports classroom instruction. Our instructional curriculum coaches for Mathematics and Science and English Language Arts support individual teachers by providing professional growth feedback based on formal and informal observations and through the implementation of the coaching cycle. Teachers receive support through a variety of coaching techniques, including lesson modeling, co-teaching, co-planning, classroom support, and reflective feedback. Co-planning is available across all departments to ensure that instruction is aligned to standards, student needs, and school-wide expectations. We have also implemented a mentoring program for our new teachers to provide ongoing support as they transition into the school environment. Additional opportunities include peer observations, classroom walk-throughs, collaborative planning, and an open-door policy that encourages teachers to seek support when needed. These structures provide teachers with opportunities to learn from one another, share effective practices, and continuously improve their instructional practices. Our teachers also participate in required professional learning opportunities, including Title IX courses provided through the district. We provide individualized professional development to meet the needs of all our teachers and support continued professional growth. Our goal is to ensure that teachers feel supported and equipped with the knowledge, resources, and instructional strategies necessary to provide effective instruction and meet the diverse needs of all students.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

One of our goals as a school is to recruit and retain the best and brightest educators. In order to accomplish this, we attend and host career fairs throughout the area at colleges, universities, and other venues. We also advertise available positions on websites such as Teachers-Teachers and Indeed. In addition, we use banners and signs at our school site, and all available positions are posted on our school website. These recruitment efforts allow us to reach qualified educators who are interested in becoming part of our school community. To retain effective educators, we utilize a variety of strategies designed to support and recognize our staff. Our compensation is comparable to the district, and we offer supplements and teacher recognition incentives. We also provide ongoing professional development, feedback, and evaluation through our evaluation process. Team-building workshops, opportunities for professional growth, and an open-door policy of support help create a positive work environment where teachers feel valued and supported. Our goal is to build a strong school culture that encourages staff members to remain committed to our school and our students. In addition, our new teachers are supported through a mentor program based on their individual needs, observations, and areas for growth. The program provides targeted professional development in areas such as classroom management, instructional delivery, lesson planning, and other essential instructional practices. New teachers are paired with a mentor teacher who provides guidance, support, and feedback throughout the school year. The mentor serves as an instructional resource and professional development liaison, helping new teachers become familiar with school expectations, strengthen their instructional practices, and successfully transition into our school community. Through these recruitment, retention, mentoring, and professional growth opportunities, we strive to create an environment where educators feel supported, appreciated, and empowered to grow professionally while providing the highest level of instruction and support to our students.