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**Title I Comprehensive Schoolwide Plan**  
**SEAGULL ACADEMY (3391)**

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

iReady ELA assessment results are inconsistent in nearly 50% of students.

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

Students aren't getting 1:1 or very small group support/supervision during iReady use or diagnostics. Staff needs additional training on iReady.

3. Share possible solutions that address the root causes.

Additional iReady training needed for staff. Very small group or 1:1 supervision needed for iReady use.

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

Send communication home via backpacks and electronically in appropriate languages. We use these methods to strengthen/ get more parent support for Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making, Offering flexible meeting dates and times

• Parent Training

Provide training on ELA/iReady strategy to support students at home.

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

- School

Will provide individualized instruction to each student.

- Students

Will attend school regularly and be present for instruction.

- Parents

Will partner with school by staying involved in students' education.

- Staff Training

Provide staff training on time management to ensure good communication with families as well as reading strategies to share with families.

- Accessibility

Provide flexible meeting times and spaces (including virtual) to accommodate families with specific needs. Meetings will be open to all families with proper accommodation - Limited English Proficiency, Disabilities, Migratory Work, Homelessness

## Math

Using your recording templates from your CNA discussions respond to each item in detailed.

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 Math?

How will school strengthen the PFEP to support Math?

- How will school strengthen the PFEP to support Math?

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 Math?

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

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

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.

## Science

Using your recording templates from your CNA discussions respond to each item in detailed.

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 Science?

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

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 Science?

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

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

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.

## Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

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 Social Studies?

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

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 Social Studies?

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

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

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.

## Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Acceleration Success?

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

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

## Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

	This school has chosen to be exempt from this area.
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2. List the root causes for the needs assessment statements you prioritized.

	This school has chosen to be exempt from this area.
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3. Share possible solutions that address the root causes.

	This school has chosen to be exempt from this area.
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4. How will school strengthen the PFEF to support Graduation Rate?

How will school strengthen the PFEF to support Graduation Rate?

- How will school strengthen the PFEF to support Graduation Rate?

	This school has chosen to be exempt from this area.
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- Communication

	This school has chosen to be exempt from this area.
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- Parent Training

	This school has chosen to be exempt from this area.
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5. How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

- How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

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**

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

**Budget Total: \$4,800.00**

Acct Description	Description
Paraprofessional	Instructional Aide will provide differentiated reading support for grades 9-12th classroom

**Action Step: Parent/Family Engagement**

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

**Budget Total: \$62.00**

Acct Description	Description	Item	Quantity	Rate	Supply Type	Type	Total
Supplies	Shipping	Shipping	1	\$0.02	General Supplies	Original	\$0.02
	Paper (case)	Paper (case)	1	\$44.00	General Supplies	Original	\$44.00
Postage	Postage for Parent and Family Engagement Plan related activities	Item	31	\$0.58	Rate	Original	\$17.98

**Action Step: Professional Development**

Need Action Step Verbiage

**Budget Total: \$0.00**

Acct	Description	Description
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## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 1. Mission Statement

SAIL Charter strongly believes that parents, family, and caregivers are all contributors to the education and development of the student. In order for our students to maximize their potential for intellectual, emotional, social, and physical growth, there needs to be collaboration between SAIL staff and families.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Amy Siegel-Brown	Principal
Bairbre Flood	Senior Director of Education and Therapeutic Services
Andrew Lewis	Student
Erika Averso	ESE Teacher
Sasha Glover	Parent
Scott Anderson	ESE Teacher
Shane Suttle	ESE Teacher

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

We invite all families to participate and also invite our community partners. The selected members are invested in the overall success of our students and represent all aspects of services we provide. While SAIL does not have a SAC, we do involve families throughout the year with surveys, training opportunities, and communications about events that can help them with their students and their special needs.

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

In the Spring of 2023, we encouraged families, students, and community members to be involved in the meetings relating to the development of the CNA/SWP/PFEP for FY24. Feedback collected from attendees was recorded in the template. Grant compliance evidence for this process was submitted to Federal and State Programs department. In the Spring of 2024, we will encourage families, students, and community members to be involved in the meetings relating to the development of the CNA/SWP/PFEP for FY25.

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

During planning meetings (steps 1, 2, and 3), data was shared with stakeholders regarding student progress and areas that had room for improvement. The conclusion of the planning meetings was that families recommended the Title I funding will be used for supplemental staff in the ELA Classroom as well as for paper and postage for parent trainings/meetings.

Name	Title
Amy Siegel-Brown	Principal
Sasha Glover	Parent
Bairbre Flood	Director of Education and Therapeutic Services

### Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.



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

October 12, 2022, 4:00 pm, via Zoom (with recording) and then posted on the school website.

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

We will notify via flyers home, ClassDojo, email, and phone calls as needed.

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

Resources will include the invitation, agenda, Title I Annual Meeting PowerPoint, FY23 PFEP, and FY23 School-Parent Compact. While everything will be electronic and virtual, any parents requesting hard copies of resources will receive those via mail and meeting recording will be posted online for those who wish to review.

### Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Progress Tracking in EdPlan

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

Teachers will be able to utilize EdPlan to track progress and communicate said progress to families.

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

Teachers will be more confident in communication with families regarding their students' progress towards goals.

• What will teachers submit as evidence of implementation?

Samples of progress tracking and communication with families.

• Month of Training

September 2023

• Responsible Person(s)

Sara Chong

2. Reflection/Evaluation of Training #1

• Name and Brief Description

TBD

• Number of Participants

TBD

• What were teachers able to do as a result of the training?

TBD

• Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training

TBD

• What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

• Name of Training

Crucial Conversations

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

Teachers will use tools and strategies to make difficult conversations with families easier during meetings.

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

The expected impact is that teachers will feel less stressed in leading conversations with families and families become more open in sharing their academic concerns about their child.

• What will teachers submit as evidence of implementation?

Parent conference notes when applicable.

• Month of Training

October 2023

• Responsible Person(s)

Bairbre Flood and Amy Siegel-Brown

4. Reflection/Evaluation of Training #2

• Name and Brief Description

TBD

• Number of Participants

TBD

• What were teachers able to do as a result of the training?

TBD

• Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Transition Planning

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

Parents will be trained and given guidance on next steps for their teenage students. For example, med-waiver, Vocational Rehab, etc.

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

During the training, applications for services and guidance for completing them will be provided.

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

Parents will appreciate the continuity of service and be confident in steps towards the future.

• Date of Training

October 2023

• Responsible Person(s)

Brooke Teta

• Resources and Materials

Handouts, applications, flyers.

• Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. \$10.00)

N/A

2. Reflection/Evaluation of Training #1

• Name of Training

TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

• Name of Training

Understanding Your Child's IEP

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

Parents will have an opportunity to learn how teachers and school staff develop their child's IEP goals.

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

Parents will be engaged in IEP steps and given the opportunity ask child specific questions.

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

The expected impact is that parents will feel more part of the IEP teach by understanding the process clearly.

- Date of Training

January 2024

- Responsible Person(s)

Sara Chong

- Resources and Materials

Sample goals, data, information sheets.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A



#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

#### 5. Parent and Family Capacity Building Training #3

• Name of Training

N/A

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

N/A

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

N/A

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

N/A

• Date of Training

N/A

• Responsible Person(s)

N/A

• Resources and Materials

N/A

• Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. \$10.00)

N/A

6. Reflection/Evaluation of Training #3

• Name of Training

N/A

• Number of Participants

N/A

• What were parents able to do as a result of the training?

N/A

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

N/A

• What went well with the training?

N/A

• What improvements would be made and what steps will you implement to make the training more effective?

N/A

### Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) most relevant agencies/organizations that support your school's parent and family engagement goal.

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

• Name of Agency

District ESE Department

• Describe how agency/organization supports families.

We work closely with the ESE Department to keep up to date on required parent communications, information to include in IEP meetings, and trainings that help our staff work with students AND families more effectively. Our ESE Coordinator attends required meetings (usually quarterly).

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

Meeting Attendance E-mail Correspondence or Agendas

• Frequency

Quarterly

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

• Name of Agency

Vocational Rehabilitation

• Describe how agency/organization supports families.

By working with Vocational Rehabilitation, we are able to help provide continuity of services to families for transition into the workforce and post-secondary education.

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

Communication evidences with Vocational Rehabilitation Center (emails, faxes, or phone logs).

• Frequency

Annually

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

• Name of Agency

Agency for Persons with Disabilities

• Describe how agency/organization supports families.

Our partnership with APD involves helping parents understand the services of the agency (i.e., Med-Waiver) and the process for application through parent trainings.

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

Communication evidences with Agency for Persons with Disabilities (emails, faxes, or phone logs)

- Frequency

Annually

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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

Timely information about the Title I programs, meetings and other activities will be shared through the Stakeholder's Meeting, Annual Meeting, Parent Trainings, IEP Meetings, and/or PTC.

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

Invitations, sign-in sheets, agendas, minutes of the meeting. Meeting notification will occur 1 week and again 2 days prior.

- Description

Families will be informed about the curriculum and proficiency levels of students through IEP Meetings, Parent Conferences if applicable, and/or Report Cards.

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

IEP - Yearly Conferences - As Needed Report Cards - Quarterly

- Description

Families will be informed about forms of academic assessments used to measure student progress and achievement levels of State academic standards through IEP Meetings and District Notices.

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

IEP - Yearly Conferences & District Notices - As Needed

- Description

We will inform parents about opportunities to participate in decision-making related to the education of their children through Flyers, ClassDojo, During Annual Meeting, IEP meetings, and/or website.

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

Invitation, sign-in sheet, agenda, minutes of the meeting. Meeting notification will occur 1 week and again 2 days prior.

- Description

School will survey families to find good meeting times for them and allow students to attend with their parents/guardians. Before, after school, and staggered meeting times are possibilities. Virtual meetings are also available.

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

Invitation, sign-in sheet, agenda, minutes of the meeting. Meeting notification will occur 1 week and again 2 days prior.

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Written correspondence is provided in the family's language of choice. During meetings, interpreters are provided as necessary.

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

Flyers and meeting notes in multiple languages are uploaded into Charter Tools regularly. Compact and PFEF Summary is available in multiple languages



- **Description**

If the family does not have someone who can facilitate communication, SAIL Charter will provide someone. Meetings will be held in location ADA approved and or accessible to parents with handicap/disabilities (disabled parking, audio enhancement, etc.).

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

Documentation of requests for facilitators as needed and notes from meeting indicating families' needs were met when applicable. Photos of accessible building.

- **Description**

We use a variety of contact methods including fliers, phone apps, text messages, and phone calls to ensure that all families have access to resources and information from the school. The migrant lead at the school coordinates with the district migrant contact for appropriate support and services to targeted migrant students. We supply all students with backpacks and school supplies and make home visits if needed.

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

Documentation from meetings as needed, such as fliers, phone app screenshots, and phone call logs, Migrant brochures of services to families in all languages.

- **Description**

We use a variety of contact methods such as fliers, phone apps, text messages, and phone calls to ensure that all families have access to resources and information from the school. SAIL will request for the list of Homeless students in the school and will coordinate services with the District McKinney Vento Champ/Liaison who will help us facilitate appropriate services to targeted students. We supply all students with backpacks and school supplies and make home visits if needed.

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

Documentation from meetings as needed, such as fliers, phone app screenshots, home visit logs, and phone call logs, McKinney Vento flyer of services to families in multiple languages

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### 1. Activity #1

• Name of Activity

N/A

• Brief Description

N/A

### 2. Activity #2

• Name of Activity

N/A

• Brief Description

N/A

### 3. Activity #3

• Name of Activity

N/A

- Brief Description

N/A

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

### 1. Building Students' Non-Academic Skills

SAIL students work on Social Skills and Independent Living Skills as part of their regular school day in addition to the Access Points Curriculum. They participate in Skills for Life & Learning classes weekly as well as yoga/relaxation/meditation. Students are taught to recognize that they are capable of achieving goals, participate in character building exercises, and are encouraged to verbalize their feelings and work out conflicts with others. We foster socialization through interactive programs and encourage students to participate in Best Buddies to increase their social activities with peers from Dreyfoos School of the Arts. Documentation of services is through goal progress monitoring in EdPlan.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;

- Implement support; and
- Track students' progress.

### 1. SBT/MTSS Implementation

Staff meets at least bi-weekly to discuss student/parent issues and progress. Since SAIL is a small school, all staff serve as part of the SBT to help identify and support students' needs. All students have IEP's and are identified as needing Access Points curriculum. Behavior plans are developed as needed for students and progress is tracked as IEP goal progress as well as on student tracking sheets when appropriate. To document implementation, sign in sheets and agendas are kept for team meetings. Parents are encouraged to communicate with teachers and staff as needed and are always included in any changes in their student's academics, behavior, or emotional situation.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

SALL students who are still working towards their academic credits enroll in the state required academic classes to ensure they are earning their Standard Diploma on Access Points. This includes physical education classes, online course requirement, volunteer hours, and fine arts, as well as social skills, pre-employment skills, and access to internships as appropriate. Students who have already earned enough credits for graduation have the option to defer their diploma and continue working on pre-employment skills with a focus on job interview skills, filling out job applications, internships, job placement, job coaching, hygiene, social skills, and real-world exposure to job-related tasks. In addition, all students have the ability to participate in enrichment field trips including science, nature, and the arts. To document implementation, our school keeps records of field trips and enriching activities along with attendance sheets as evidence.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

The SAIL curriculum is geared towards students with significant cognitive disabilities. Therefore, traditional college and advanced coursework are not part of the plan for our students. However, since our focus is on independence, our curriculum intertwines job-readiness skills and independent living skills with required academic classes. Our students are able to participate in internships when they have shown a level of readiness, they participate in interviewing skills classes, and they can participate in our Career Camps to gain even more exposure to possible jobs. Parents and students are educated about resources such as VR, APD, Social Security, and Guardianship to help students as they transition out of school. To document implementation, our school creates goals within the IEP and notes goal progress quarterly as evidence.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergarten for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

### 1. Transition to Elementary School

This school has chosen to be exempt from this area.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

### 1. Professional Development

As a Charter School, all SAIL teachers and staff are able and encouraged to participate in training provided by the Palm Beach County School District. Additionally, less experienced teachers are mentored by those trained to do so and staff receives additional training through webinars and in person events. Paraprofessionals are an integral part of the classroom, helping the teachers provide instruction daily, and are supported by the teachers they assist. To document implementation, our school keeps documentation of all professional development provided at the school level as well as additional training that staff attends independently.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

- Recruitment:
- Job Fairs
  - Collaboration with HR and Region Office
- Retention:
- Orientation
  - Mentoring/Peer Teacher

- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

### 1. Recruitment and Retention

Certified teachers are recruited through word of mouth and ads posted on our website and other job sites. Retention efforts by principal and senior directors include mentoring, team building, providing professional development, and involvement in decisions regarding curriculum and student issues as appropriate. We recognize teachers for specific achievements through mention at staff meetings. To document implementation, we note recognition on meeting agendas.