Somerset Academy Charter High School

2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Academy Charter High School

12425 SW 248 ST, Homestead, FL 33032

www.middlehigh.somersetsilverpalms.net

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Somerset Academy, Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed, life-long learners in a safe and enriching environment.

Provide the school's vision statement.

Set high expectations
Objective
Meaningful curriculum
Effective
Resourceful and responsible life-long learners
Students who achieve proficiency and beyond
Evaluate continuously and use data to drive curriculum
Teachers who are highly qualified

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
O'Sullivan, Kerri	Principal	The Principal oversees and manages instructional and operational aspects of the learning environments and school building.
Palomares, Karina	Assistant Principal	The Assistant Principal is an extension of the Principal to support the vision and mission of the school as well as collaborate with teachers parents and students to ensure student achievement.
Burnett, William	Dean	To generate improvement in science and social studies instruction and achievement by conducting on-site, on-going related professional development; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; and supporting school-wide progress monitoring programs.
Picon, Kristina	Assistant Principal	To generate improvement in math instruction and math achievement by conducting on-site, on-going related professional development; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; and supporting school-wide progress monitoring programs.
Santana, Martha	ELL Compliance Specialist	To support instruction and educational programs for students whose home language is not English; ensure compliance with ELL documentation; provide resources/services to ELL students and teachers and parents of ELL students; monitor technological programs which assist ELL students with acquiring the language; monitor student progress on formative and summative assessments.
O'Dowd, Brianna	Teacher, ESE	To support instruction and educational programs for SWD students ensure compliance with SWD documentation; provide resources/services to SWD students and teachers and parents of SWD students; monitor technological programs which assist SWD students with instruction; monitor student progress on formative and summative assessments.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are an essential component of the learning community and providing feedback towards the School Improvement Process (SIP). Their input is provided through the Educational Excellence School Advisory Committee (EESAC) where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the EESAC meetings, teachers, parents, students, and community business partners vote upon the components of the SIP and come to a consensus on additional action steps needed to support student achievement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap, by engaging in an on-going data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through department meetings, data chats, faculty meetings, and EESAC meetings. To ensure continuous improvement, the plan will be revised through analyzing wat the areas of concern are and developing new implementation steps that will be purposeful in targeting the areas of focus.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	70	55	50	67	54	51	58		
ELA Learning Gains				62			46		
ELA Lowest 25th Percentile				54			32		
Math Achievement*	52	43	38	61	42	38	50		
Math Learning Gains				65			33		
Math Lowest 25th Percentile				51			23		
Science Achievement*	79	62	64	75	41	40	77		
Social Studies Achievement*	70	69	66	84	56	48	51		
Middle School Acceleration					56	44			
Graduation Rate	95	89	89	99	56	61	99		
College and Career Acceleration	62	70	65	64	67	67	55		
ELP Progress		49	45				90		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	95

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	682
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	99

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	67			
AMI				
ASN				
BLK	63			
HSP	73			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	64			
FRL	72			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	2	
ELL	70			
AMI				
ASN				
BLK	58			
HSP	70			
MUL				
PAC				
WHT	66			
FRL	67			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	70			52			79	70		95	62	
SWD	36			26			60	40			4	
ELL	52			46			87	47		67	6	
AMI												
ASN												
BLK	53			42			87	64		44	6	
HSP	73			53			80	69		65	6	

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
MUL												
PAC												
WHT	62			41				90			3	
FRL	69			53			79	68		65	6	

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	67	62	54	61	65	51	75	84		99	64	
SWD	23	30	29	35	47		45					
ELL	38	56	63	66	76		65	82		100	83	
AMI												
ASN												
BLK	43	39	29	41	53		68	90		100	58	
HSP	69	64	59	63	67	54	76	83		99	65	
MUL												
PAC												
WHT	65	76		60	64							
FRL	66	61	55	60	65	51	73	83		99	59	

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	58	46	32	50	33	23	77	51		99	55	90
SWD	38	27	21	24	16	14						
ELL	32	43	46	50	42	47	58	20				90
AMI												
ASN												
BLK	43	43	28	36	19	12	78	50		93	46	
HSP	59	46	33	52	36	25	74	50		100	57	90
MUL												
PAC												
WHT	70	53		47	13		92	80				

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	56	45	32	48	31	24	75	50		100	59	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	70%	54%	16%	50%	20%
09	2023 - Spring	72%	51%	21%	48%	24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	56%	-6%	50%	0%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	52%	9%	48%	13%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	65%	13%	63%	15%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	66%	3%	63%	6%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Algebra 1 and US History data were the lowest performing. The contributing factor is the lack of fundamental ELA and Math skills to teach and adequately prepare the students for the EOC. The visible trend across grade levels is higher achievement levels compared to those of district schools.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

US History showed the greatest decline from the prior year. The contributed factor is the lack of prior knowledge in Social Studies and US History to adequately prepare students for the EOC.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

No data component had the greatest gap compared to the state or the district. we are above the state and district in all components. However, The visible trend across grade levels is higher achievement levels compared to those of district and state schools.
While level 2 and 3 tend to be similar in both district and our location, SACH has a significantly lower percentage of level 1 compared to Miami-Dade or the State of Florida.

Which data component showed the most improvement? What new actions did your school take in this area?

For the past 2 years, ELA continues to improve their data. Our strategy was to utilize intervention programs to lessen the learning gap
and build the foundational skills. This year our students used personal data
trackers to track their growth data by benchmark.
Utilizing this strategy allowed the parents, students, and teachers a clear
understanding of how students are performing in each content area/
standard. Students were assessed at the beginning of the year on all
benchmarks, this data was then analyzed and logged in their data folders.
Teachers then used the data folders to group students by strengths and
weaknesses. During small groups, students were provided remediation and
continuously reassessed to show growth.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is a concern. There is no factor more important in a student's academic progress than regular and punctual attendance.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Bridge the learning gap
2. Continuous Progress Monitoring
3. Continuous differentiated Instruction in Algebra 1 and US History to bridge the gaps and adequately prepare students in all subject areas.

4. Professional Development to support teacher
5. Stakeholders Collaboration and Parental Involvement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The SWD students also scored in the lowest 25% are missing the foundational skills to adequately prepare them for the PM#3 /EOC assessments.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SACH measurable outcome is to increase from 38% to 42% in the ESSA subgroup of SWD.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Our school will implement the Targeted Element of
Differentiation. Our findings demonstrated learning gains for the SWD/lowest 25% decreased in
ELA and Math. However, with differentiated instruction in place, each student's needs will be met.
We will provide the necessary instruction for the SWD/lowest 25% subgroup to make learning
gains and move towards proficiency. The area of focus will be monitored by the leadership team they will
conduct monthly data chats and follow up with weekly
walkthroughs. Teachers will adjust groups based on current data on a monthly basis. Teachers will meet
with students 2 times quarterly for data chats and accountability.

Person responsible for monitoring outcome:

Karina Palomares (kpalomares@somersetsilverpalms.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our strategy is to utilize differentiation of intervention programs to lessen the learning gap
and build the foundational skills. This year our students will use personal data trackers to
track their growth data by benchmark.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Utilizing this strategy allows the parents, students, and teachers a clear understanding of
how students are performing in each content area/standard. Students will be assessed at
the beginning of the year on all benchmarks, this data will then be analyzed and logged in
their data folders. Teachers then will use the data folders to group students by strengths
and weaknesses. During small groups, students will be provided remediation and
continuously reassessed to show growth. As needed, the students will be moved between
groups in order to ensure that their learning needs are continuously being met. The data
folders will facilitate open communication and understanding by all parties involved in how
to best support our students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

As a collaborative effort we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data.

Person Responsible: Karina Palomares (kpalomares@somersetsilverpalms.net)

By When: These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The leadership team fosters a culture consistent with the school's goals and purpose. All stakeholders collaborate and share responsibility in improving the school. Stakeholders feel empowered to give input and
recommendations for continued improvement. All stakeholders enjoy their experience at the school and feel
a part of a shared vision of success. All students have access to resources that address their social and emotional needs. All stakeholders collaborate and share responsibility in improving the school through our ESSAC meetings, faculty meetings, department meetings, and grade level meetings. The ESSAC meetings
give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty, department, and grade level meetings give teachers and staff the opportunities to share their ideas on how the school can continuously improve. All stakeholders enjoy their experience at school and feel a part of the shared vision of success by including students on incentive field
trips and through staff team-building activities throughout the year. Students are able to access resources for their social and emotional needs through our counselors and teachers. These practices will be sustained
in years to come by having an open line of communication between our stakeholders.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Stakeholders, Teachers, Students, Parents and Community involvement will increase by 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Faculty Meetings, EESAC Meetings, Parent Meetings, Harvest Festival and all activities will see an increase of 10% participation and input.

Person responsible for monitoring outcome:

Karina Palomares (kpalomares@somersetsilverpalms.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All stakeholders collaborate and share responsibility in improving the school through our ESSAC meetings,
faculty meetings and department meetings. The ESSAC meetings give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty and department meetings give teachers and staff the opportunities to share their ideas on how the school can continuously improve. All stakeholders enjoy their experience at school and feel a part of the shared vision of success by including students on incentive field trips and through staff building activities throughout the year. Students are able to access resources for their social and emotional needs through our counselors and teachers. These practices will be sustained in years to come by having an open line of communication between our stakeholders.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The leadership team works collaboratively with teacher leaders to provide support to faculty in implementing
effective instructional strategies aligned to the school goals. The administration consistently monitors classroom instruction and provides timely and constructive feedback to ensure academic success. Faculty meetings are a productive use of time and are designed to support teaching and learning. All staff members
have equitable opportunities to assume leadership roles at the school.
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Last

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The leadership team fosters a culture consistent with the school's goals and purpose. All stakeholders collaborate and share responsibility in improving the school. Stakeholders feel empowered to give input and
recommendations for continued improvement. All stakeholders enjoy their experience at the school and feel
a part of a shared vision of success. All students have access to resources that address their social and emotional needs. All stakeholders collaborate and share responsibility in improving the school through our ESSAC meetings, faculty meetings, department meetings, and grade level meetings. The ESSAC meetings
give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty, department, and grade level meetings give teachers and staff the opportunities to share their ideas on how the school can continuously improve. All stakeholders enjoy their experience at school and feel a part of the shared vision of success by including students on incentive field
trips and through staff team-building activities throughout the year. Students are able to access resources for their social and emotional needs through our counselors and teachers. These practices will be sustained
in years to come by having an open line of communication between our stakeholders.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Stakeholders, Teachers, Students, Parents and Community involvement will increase by 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Faculty Meetings, EESAC Meetings, Parent Meetings, Harvest Festival and all activities will see an increase of 10% participation and input.

Person responsible for monitoring outcome:

Karina Palomares (kpalomares@somersetsilverpalms.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All stakeholders collaborate and share responsibility in improving the school through our ESSAC meetings,
faculty meetings and department meetings. The ESSAC meetings give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty and department meetings give teachers and staff the opportunities to share their ideas on how the school can continuously improve. All stakeholders enjoy their experience at school and feel a part of the shared vision of success by including students on incentive field trips and through staff building activities throughout the year. Students are able to access resources for their social and emotional needs through our counselors and teachers. These practices will be sustained in years to come by having an open line of communication between our stakeholders.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The leadership team works collaboratively with teacher leaders to provide support to faculty in implementing
effective instructional strategies aligned to the school goals. The administration consistently monitors classroom instruction and provides timely and constructive feedback to ensure academic success. Faculty meetings are a productive use of time and are designed to support teaching and learning. All staff members
have equitable opportunities to assume leadership roles at the school.
Dade - 4012 - Somerset Academy Silver Palms At Princeton - 2022-23 SIP
Last

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Throughout the biweekly progress monitoring and the midyear assessments the leadership team will meet and discuss to ensure resources, teachers, and curriculum are allocated based on the needs of our students. Are their needs being met, is the educational goal increasing- if change id needed a plan will be devised and implemented.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

NA

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

NA

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

NA

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring

NA

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The EESAC Meetings and the Title 1 Annual Meeting will be the methods for dissemination of the is SIP. The
The EESAC has the responsibility of monitoring, evaluating and revising the vision, mission and implementation plans of the school. Members obtain feedback from their constituents and express them at meetings and conferences. Within the EESAC are members of the Staff, School's Administration, Student Body and Dade Partners, all of whom work collaboratively to support the school with resources that are available. Equipment, supplies and materials are purchased to support the schools strategic and action plans with expenditures focused on identified key performance areas.

https://sach.somersetsilverpalms.net/apps/pages/
index.jsp?uREC_ID=68481&type=d&pREC_ID=210471

https://sach.somersetsilverpalms.net/apps/pages/index.jsp?uREC_ID=257897&type=d

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

All stakeholders collaborate and share responsibility in improving the school through our Title 1 Annual Meeting, ESSAC meetings, Activities,
faculty meetings and department meetings. The ESSAC meetings give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty and department meetings give teachers and staff the opportunities to share their ideas on how the school can
continuously improve. All stakeholders enjoy their experience at school and feel a part of the shared vision
of success by including students on incentive field trips and through staff building activities throughout the
year. Students are able to access resources for their social and emotional needs through our counselors and teachers. These practices will be sustained in years to come by having an open line of communication
between our stakeholders.

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index.jsp?uREC_ID=68481&type=d&pREC_ID=210471

https://sach.somersetsilverpalms.net/apps/pages/index.jsp?uREC_ID=257897&type=d

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by having focused collaborative planning sessions that focus on how to maximize the instructional time and addresses the diverse needs of the learners. Additionally, intervention and tutorial programs will be developed and offered to students needing remediation or enrichment.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA