

Miami-Dade County Public Schools

Somerset Oaks Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Oaks Academy

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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.

The mission of Somerset Oaks Academy is to foster the development of responsible, self-directed, life-long learners by maximizing student achievement. Somerset Oaks is committed to providing a safe environment where future leaders are inspired to learn, explore and create through student centered learning, all while developing the whole child.

Provide the school's vision statement.

Somerset Oaks Academy will provide a rigorous academic curriculum in a nurturing environment by setting high expectations for both students and teachers. The school will meet and exceed high standards of student achievement by delivering a rigorous school curriculum, where emphasis is given to personalization in student mastery of the State Standards. As well, it will supplement and enhance instructions through high-quality curricular and extra-curricular programs. The school will provide ample opportunities for students, families, and the community to be active educational partners in education. The school will continuously monitor, evaluate, and improve curriculum to achieve continuous student improvement each year.

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
Suarez, Idalia	Principal	The principal oversees the overall functioning of the school concerning personnel, facilities, academics, activities, and budget. The principal will evaluate the effectiveness of the leadership team and staff by conducting walkthroughs, observations, and data chats. The principal will conduct weekly leadership team meetings to discuss data, curriculum, and concerns across all grade levels and content areas.
Gomez, Marcelo	Assistant Principal	The vice principal will support the principal in areas concerning personnel, facilities, academics, activities, and budget. Together, with the principal, the vice principal will evaluate the effectiveness of the schools academic program through walkthroughs, weekly monitoring of lesson plans, teacher professionalism, communication, and teacher observations.
Cruz, Ximena	Assistant Principal	The assistant principal will support the principal in areas concerning personnel, facilities, academics, activities, and budget. Together, with the principal, the vice principal will evaluate the effectiveness of the schools academic program through walkthroughs, weekly monitoring of lesson plans, teacher professionalism, communication, and teacher observations.
Ochoa, Yadira	Instructional Coach	She will provide immediate support across grade levels in mathematics and science. She will help support the implementation of school wide math, science and STEM academic programs as well as model and provide feedback and resources to assist teachers.
Garcia, Annette	Teacher, ESE	Will oversee the special education program at the school and help monitor all ESE students and that they receive the services required by their IEP.
Gonzalez, Carlos	Dean	He will oversee the overall implementation of the school code of conduct across all grade levels. He helps ensure the school wide behavior management system is in place and will support and monitor the effectiveness. He will also assist teachers in the implementation of the program along with provide guidance for individual classroom systems.

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.

Developing a School Improvement Plan (SIP) is a collaborative process that involves a diverse group of stakeholders to ensure that the plan reflects the needs and priorities of the school community. Key stakeholders, including the school leadership team, teachers and school staff, parents, students, and business or community leaders, are involved in the SIP development process. The school identifies the key stakeholders who have a vested interest in the school's success. This includes the school leadership

team, teachers, staff, parents, students, and potentially business or community leaders who have a connection to the school. Through the school advisory council, the school will communicate the intent of developing a School Improvement Plan to all stakeholders. They will explain the importance of their involvement in shaping the plan to improve the overall school environment, academics, and other aspects. Organize workshops, focus groups, or meetings where different stakeholder groups can come together to share their perspectives, concerns, and ideas. These sessions can provide a platform for open discussions and brainstorming. Data is presented related to the school's performance, student outcomes, teacher effectiveness, parental engagement, and community involvement. The data will be analyzed to identify trends, strengths, weaknesses, opportunities, and challenges. A plan will be created and monitored to adjust as necessary.

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))

Monitoring the School Improvement Plan (SIP) for effective implementation and impact is crucial to ensure that the plan is achieving its intended goals, especially in terms of increasing student achievement and addressing achievement gaps. Here's how the SIP can be regularly monitored and revised for continuous improvement: The collection of relevant data on a regular basis, including academic performance, student assessments, attendance, behavior, and other indicators are key factors. This data should be disaggregated by various student groups, including those with the greatest achievement gaps, such as students from disadvantaged backgrounds, English language learners, and students with disabilities. Based on need, the school will provide ongoing professional development opportunities for teachers and staff to enhance their skills and knowledge in areas identified for improvement. This might include training in differentiated instruction, classroom management, or data-driven decision-making. The school will also continue ongoing monitoring and evaluation through classroom observations. By regularly monitoring the SIP's implementation, analyzing its impact on student achievement, and making necessary revisions based on data and stakeholder feedback, the school can ensure continuous improvement and a more targeted approach to closing achievement gaps and enhancing overall student success.

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)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	94%
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: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	17	19	8	1	8	5	7	10	76	
One or more suspensions	0	2	15	1	6	7	5	14	17	67	
Course failure in English Language Arts (ELA)	0	2	2	3	1	2	1	1	0	12	
Course failure in Math	0	3	3	4	1	5	7	6	3	32	
Level 1 on statewide ELA assessment	0	6	1	6	14	12	18	16	10	83	
Level 1 on statewide Math assessment	0	11	9	2	10	12	19	10	7	80	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	67	76	35	4	18	4	38	31	274	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	71	79	27	6	11	4	34	21	254

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	7	1	3	0	1	3	1	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	1	2	5	2	10	
One or more suspensions	32	2	1	0	2	15	18	19	25	114	
Course failure in ELA	4	6	9	2	1	2	2	2	1	29	
Course failure in Math	0	5	5	1	3	3	7	5	2	31	
Level 1 on statewide ELA assessment	0	0	0	8	9	17	19	16	10	79	
Level 1 on statewide Math assessment	0	0	0	4	7	33	22	16	15	97	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	10	28	26	17	51	49	42	27	251	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	11	15	3	11	12	43	38	29	165

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	11	10	5	2	0	0	2	3	0	33
Students retained two or more times	0	0	0	0	1	0	3	0	1	5

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	1	2	5	2	10	
One or more suspensions	32	2	1	0	2	15	18	19	25	114	
Course failure in ELA	4	6	9	2	1	2	2	2	1	29	
Course failure in Math	0	5	5	1	3	3	7	5	2	31	
Level 1 on statewide ELA assessment	0	0	0	8	9	17	19	16	10	79	
Level 1 on statewide Math assessment	0	0	0	4	7	33	22	16	15	97	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	10	28	26	17	51	49	42	27	251	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	11	15	3	11	12	43	38	29	165

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	11	10	5	2	0	0	2	3	0	33
Students retained two or more times	0	0	0	0	1	0	3	0	1	5

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*	54	61	53	44	62	55	37		
ELA Learning Gains				60			41		
ELA Lowest 25th Percentile				61			44		
Math Achievement*	57	63	55	44	51	42	26		
Math Learning Gains				71			23		
Math Lowest 25th Percentile				67			19		
Science Achievement*	40	56	52	32	60	54	29		
Social Studies Achievement*	67	77	68	37	68	59	48		
Middle School Acceleration	67	75	70	93	61	51	49		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	51	62	55	72	75	70	43		

* 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](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	581
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

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	24	Yes	3	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	65			
HSP	55			
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	63			
FRL	55			

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	38	Yes	2	
ELL	46			
AMI				
ASN				
BLK	50			
HSP	58			
MUL				
PAC				
WHT	62			
FRL	58			

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	54			57			40	67	67			51
SWD	29			30			0	30			5	29
ELL	34			50			13	54			6	51
AMI												
ASN												
BLK	69			46							3	
HSP	51			57			40	68	67		7	51

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
MUL												
PAC												
WHT	69			56							2	
FRL	52			57			39	65	65		7	50

2021-22 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	60	61	44	71	67	32	37	93			72
SWD	11	57	69	16	64	64	11	0				53
ELL	29	52	63	39	69	70	7	17				72
AMI												
ASN												
BLK	35	58		26	68	64						
HSP	43	59	62	45	72	72	32	33	92			71
MUL												
PAC												
WHT	62	71		57	71		50					
FRL	43	59	60	44	70	66	32	38	93			72

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
All Students	37	41	44	26	23	19	29	48	49			43
SWD	13	34	38	12	21	15	21					24
ELL	30	44	54	21	21	17	21	44	33			43
AMI												
ASN												
BLK	29	17		14	22		9					
HSP	37	42	45	26	23	19	30	47	50			42
MUL												
PAC												
WHT	48	47		43	33							

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	37	41	44	27	23	19	27	48	48			42

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
05	2023 - Spring	44%	56%	-12%	54%	-10%
07	2023 - Spring	56%	50%	6%	47%	9%
08	2023 - Spring	39%	51%	-12%	47%	-8%
04	2023 - Spring	65%	58%	7%	58%	7%
06	2023 - Spring	47%	50%	-3%	47%	0%
03	2023 - Spring	57%	52%	5%	50%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	52%	58%	-6%	54%	-2%
07	2023 - Spring	67%	48%	19%	48%	19%
03	2023 - Spring	75%	63%	12%	59%	16%
04	2023 - Spring	50%	64%	-14%	61%	-11%
08	2023 - Spring	58%	59%	-1%	55%	3%
05	2023 - Spring	54%	58%	-4%	55%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	19%	40%	-21%	44%	-25%
05	2023 - Spring	42%	50%	-8%	51%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	56%	18%	50%	24%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	65%	14%	63%	16%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	68%	-3%	66%	-1%

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.

After analyzing last years FAST PM3 data, it is evident that we need to increase proficiency in ELA. Only proficiency was calculated and counted this year instead of learning gains as we have done in the past. Although we increased significantly in proficiency from the 21-22 school year from 44%, to the 22-23 school year, to 52%, we would like to increase to a higher proficiency.

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

After analyzing last years FAST PM3 data, the greatest decline from the prior year is proficiency specifically in 8th grade ELA which dropped by 10 points. The factors that contributed to this decline were that a different cohort of students tested and although there was a decrease in overall proficiency, the cohort of students increased from 7th to 8th grade by 15 points.

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.

The greatest gap in data when compared to the state average was in 5 point difference in 4th graded math. The factors that contributed to this difference could be a new assessment, and format of taking the assessment.

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

The data component that showed the most improvement was a 30 point increase in civics from the 21-22 school year to the 22-23 school year. New actions our school put in place to show this tremendous growth was the use of debriefing assessments to go over misconceptions as well as the implementation of differentiated instruction to target instruction to individual need.

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

Our EWS from 2021-22 ESSA SUBGROUP DATA SUMMARY indicated that ESSA Subgroup of students with disability fell below the federal index with a 41% for the past two years. Our 2022-2023 data revealed that our SWD subgroup is now at a 23%. Although our percentile index dropped, when we looked at each individual component, the majority had significant growth. The data revealed that we had a 13 point increase in ELA proficiency, a 22 point increase in math, and a 30% point increase in Civics. The area we need to improve would be in science proficiency, as our SWD showed 0% proficiency.

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

Based on the 2022-2023 overall school wide data, our highest priorities for school improvement for the upcoming school year would be to increase school wide proficiency in ELA from a 52% to a 60%, and to see an increase in science proficiency school wide from a 37% to a 45%.

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.

According to our 2022-2023 school wide data, there was a decline in student achievement for of SWD subgroup in science from the previous school year.

Measurable Outcome:

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

The measurable outcome the school plans to achieve is to be at or above the Federal Index of 41%

Monitoring:

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

This area of focus will be monitored through the use of mini benchmark assessments, and a computer program PENAS that focuses on science standards and proficiency.

Person responsible for monitoring outcome:

Annette Garcia (agarcia@somersetsoaks.com)

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.)

Students with disabilities will be provided with targeted small group instruction provided by our ESE support team to assist in raising proficiency levels and close learning gaps in science.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is a high level of evidence that implementing small group, targeted instruction for our SWD will result in increased number of proficiency and growth.

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 4 - Demonstrates a Rationale

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.

ESE coordinator will created a schedule for ESE support department to provided students with small group instruction. Coordinator will monitor the fidelity of this small group instruction by completing daily walkthroughs as well as closely monitoring progress monitoring data.

Person Responsible: Annette Garcia (agarcia@somersetsoaks.com)

By When: October 1st

#2. Positive Culture and Environment specifically relating to Early Warning System**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.

After analyzing the school's early warning system indicators, student tardiness and absences will be a focus for the 2023-2024 school year.

Measurable Outcome:

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

The school would like to reduce the amount of tardies and absences school wide by 10%.

Monitoring:

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

One way is to track attendance data and analyze trends over time. This can help identify patterns and areas for improvement. Another way is to conduct surveys or focus groups with students, parents, and teachers to gather feedback on the effectiveness of the plan. Additionally, regular meetings can be held with school administrators, teachers, and staff to review progress and make any necessary adjustments to the plan. By regularly monitoring and evaluating the plan, schools can ensure that it is effective in reducing tardies and absences and promoting a positive school culture.

Person responsible for monitoring outcome:

Vashti Detres (vdetres@somerset Oaks.com)

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.)

There are several evidence-based intervention programs that can be implemented as part of a school-wide plan to reduce tardies and absences. By implementing an evidence-based intervention programs as part of a school-wide plan, schools can effectively reduce tardies and absences and promote positive school culture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing an evidence-based intervention programs as part of a school-wide plan, schools can effectively reduce tardies and absences and promote positive school culture.

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 4 - Demonstrates a Rationale

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. Instructional Practice specifically relating to ELA**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.

After analyzing our school wide data, although the school had an increase in ELA proficiency from 44% to 52%, we would like the overall school data to reach a minimum proficiency of 60%.

Measurable Outcome:

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

The measurable outcome would be to increase out Math Achievement levels by 8 points.

Monitoring:

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

This will be monitored through checking lesson plans along with classroom walkthroughs, and constant monitoring of assessment data.

Person responsible for monitoring outcome:

Ximena Cruz (xcruz@somerset Oaks.com)

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.)

The evidence based strategy that will be implemented for effectively increasing ELA achievements and learning gains will be a school wide fluency program and ELA interventions daily. Students will be provided will also be provided with daily reading interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research indicates that students struggling with reading may benefit from early intervention in reading fluency aimed at improving their reading ability. There is a high level of evidence that implementing these reading fluency drills and interventions, will result in increased numbers of proficiency.

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 4 - Demonstrates a Rationale

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.

Data will be analyzed to identify level 1 and 2 students to add to reading interventions. The leadership team will monitor for the effective implementation of these interventions and fluency drills. The leadership team will schedule growth monitoring every 21 instructional days to see progress students have made.

Person Responsible: Yadira Ochoa (yochoa@somerset Oaks.com)

By When: January 2023

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)).

The school analyzes school wide data to determine the effectiveness of all the curriculum. Based on what the data reveals will determine whether the curriculum was effective and will continue to be purchased and implemented on campus. Additionally, the school may allocate resources and funding to intervention programs to aid in student mastery.

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 information of the SIP is disseminated with stakeholders during our quarterly EESAC meeting. Each meeting the school provides information and updates to their attendees of the school's progress to the goals identified in the SIP. In addition, the school improvement plan is made available on the schools website: www.somersetoaks.com

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))

The school holds Quarterly EESAC meetings, where parents will learn important information regarding the school's academic and extracurricular initiatives. The school also sends home a monthly calendar, informing parents of our monthly events so that they can plan accordingly to attend and/or volunteer. The school is in constant communication with our parents through our school wide web page, and social media accounts (instagram and facebook).

Most importantly, the school will promote parent involvement in the academic program by conducting parent nights throughout the school year to inform and prepare parents.

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 by focusing on the quality of learning time and implemented an enriched and accelerated curriculum. The master schedule has been strategically built to strengthen academic programs and include interventions and intervention personnel

to each teacher. Teachers have also been trained in accelerated learning to make sure we provide our students with an enriched and accelerated curriculum. Teacher are also required to implement differentiated instruction in order to tailor instruction to meet individual needs and to increase the quality of learning time.

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))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The direct employment of school based mental health service providers will reduce staff-to-student ratios as the lower the number, the better the mental health services will be. This will allow for the mental health service provider to focus on mental health goals, strengths, and academic challenges. In addition, this will ensure the mental health service provider has time to monitor therapy progress and work with coordinating agencies on the treatment plan. The focus will be on quality rather than quantity of mental health services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

PBIS will be delivered through a three tiered framework. Each tier will align to the type of support students need.

Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for

delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Tier 1 practices: school-wide positive expectations and behaviors are taught, established classroom expectations aligned with school-wide expectations, a continuum of procedures for encouraging expected behavior, a continuum of procedures for discouraging problem behavior and procedures for encouraging school?family partnership.

Tier 2 systems, data, and practices provide targeted support for students who are not successful with Tier

1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before those behaviors start. Tier 2 supports often involve group interventions with 10

or more students participating. The support at this level is more focused than Tier 1 and less intensive than Tier 3. Tier 2 practices: increased instruction and practice with self-regulation and social skills, increased adult supervision, increased opportunities for positive reinforcement, increased pre-corrections, increased focus on possible function of problem behaviors, and increased access to academic supports. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 practices include function-based assessments, wraparound supports, and cultural and contextual fit

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teacher planning days are used to provide professional learning opportunities for all staff members according to needs based on observations and data. In addition, data chats are conducted with all staff members with each data point to discuss growth and potential areas of concern. In doing so, staff members become data driven and are able to articulate the meaning of their data.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school invites all families to an orientation so that families may familiarize themselves with the school. Also, weekly tours are available for families who are interested in attending the school. For our outgoing students to our neighboring sisters schools, such as Somerset Academy South Homestead Middle and High, the school will be invited to an assembly to describe their academic programs and answer questions. Parents and student will also be invited to a Curriculum Fair to promote and recruit students to their program.