

Miami-Dade County Public Schools

Somerset Academy Charter Middle School (South



2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Academy Charter Middle School (South Homestead)

305 NE 2ND RD, Homestead, FL 33030

www.somersetacademysh.com

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 transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.

Provide the school's vision statement.

Empowering students to explore global learning opportunities to promote and enrich their communities and the communities we serve.

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
Berry, Lakisha	Assistant Principal	
Morfa, Caridad	Assistant Principal	
Daniel, Matthew	Teacher, ESE	
Bada, Carolina	School Counselor	
Soberon, Walkiria	Principal	

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.

To ensure that all stakeholders are involved we will conduct meetings through out the year to discuss the SIP and it's data. We will communicate the times in a timely manner so that all stakeholders are present. As a team we will meet with the department heads to discuss data and improvement strategies. We will conduct meeting to gather insights and suggestions on how to improve data. We will also hold meetings with parent, student's and the community to the understand their expectations and their needs and we will collect their feedback through meetings, surveys, and discussions.

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 monitored regularly to assess student performance data and achievement gaps. We will evaluate SIP effectiveness in narrowing gaps and improving student achievement. Revise strategies if needed, based on data and stakeholder input throughout the year. Gather feedback from teachers, staff, and parents through meetings, surveys and discussion. We will put the SIP into action by continuously tracking progress and implementing changes as necessary.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	82%
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: A 2018-19: A 2017-18: A
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	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	0	0	2	
Course failure in Math	0	0	0	0	0	0	10	5	3	18	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	70	76	146	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	82	70	152	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	0	0	2	50	55	107

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	0	0	0	0	0	0	0	0	
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	0	18	24	19	61	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	9	1	0	10	
Course failure in Math	0	0	0	0	0	0	10	2	1	13	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	13	26	29	68	
Level 1 on statewide Math assessment	0	0	0	0	0	0	34	27	29	90	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	109	126	109	344	

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	0	0	0	0	0	0	43	56	52	151

The number of students identified retained:

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

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	0	18	24	19	61
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	9	1	0	10
Course failure in Math	0	0	0	0	0	0	10	2	1	13
Level 1 on statewide ELA assessment	0	0	0	0	0	0	13	26	29	68
Level 1 on statewide Math assessment	0	0	0	0	0	0	34	27	29	90
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	109	126	109	344

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	0	0	0	0	0	0	43	56	52	151

The number of students identified retained:

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

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*	51	56	49	55	55	50	63		
ELA Learning Gains				50			53		
ELA Lowest 25th Percentile				46			39		
Math Achievement*	60	60	56	59	43	36	54		
Math Learning Gains				61			37		
Math Lowest 25th Percentile				66			40		
Science Achievement*	34	55	49	45	54	53	42		
Social Studies Achievement*	57	72	68	58	64	58	74		
Middle School Acceleration	49	74	73	69	56	49	71		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	74	50	40	64	77	76	53		

* 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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	573
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	48			
AMI				
ASN				
BLK	50			
HSP	56			
MUL				
PAC				
WHT	38	Yes	1	
FRL	52			

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	37	Yes	2	
ELL	52			
AMI				
ASN				
BLK	61			
HSP	58			

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%
MUL				
PAC				
WHT	50			
FRL	56			

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	51			60			34	57	49			74
SWD	19			46			4	32	18		5	
ELL	41			54			14	59	43		6	74
AMI												
ASN												
BLK	41			53				55			3	
HSP	53			60			37	56	53		6	75
MUL												
PAC												
WHT	35			58			20				3	
FRL	48			57			29	54	49		6	74

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	55	50	46	59	61	66	45	58	69			64
SWD	23	31	31	37	57	61	23	33				
ELL	46	53	57	46	57	59	18	47	69			64
AMI												
ASN												

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
BLK	64	70		60	70		40					
HSP	56	51	53	59	61	66	45	60	66			64
MUL												
PAC												
WHT	53	36	8	61	59	69	45	38	84			
FRL	54	49	47	58	60	62	43	56	67			64

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	63	53	39	54	37	40	42	74	71			53
SWD	29	43	43	22	18	29	25					
ELL	47	50	36	42	28	34	12	65	50			53
AMI												
ASN												
BLK	76	61	60	54	39	42	29	100	79			
HSP	62	53	39	53	37	41	43	70	68			53
MUL												
PAC												
WHT	57	47	31	57	39	29	50	78	92			
FRL	61	51	41	50	37	42	39	70	66			53

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
07	2023 - Spring	51%	50%	1%	47%	4%
08	2023 - Spring	45%	51%	-6%	47%	-2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	50%	50%	0%	47%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	67%	58%	9%	54%	13%
07	2023 - Spring	69%	48%	21%	48%	21%
08	2023 - Spring	62%	59%	3%	55%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	25%	40%	-15%	44%	-19%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	56%	5%	50%	11%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	52%	32%	48%	36%

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	57%	68%	-11%	66%	-9%

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.

Our ELA data showed to be the lowest performing. The contributing factors to last year's low performance was due to the change in assessment and teacher knowledge on the assessments layout.

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

ELA had the greatest decline by 6% from the previous year. The contributing factors to last years decline was the lack of coaching to the new BEST standards.

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.

Our 7th grade math had the greatest positive gap when compared to the state average by 8%. Students were provided with aftercare tutoring, pull-out tutoring and Saturday tutoring.

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

Math showed the most improvement. The school provided many forms of interventions including, aftercare tutoring, pull-out tutoring and Saturday tutoring.

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

On the EWS our data shows that more than half of our middle school population demonstrate a deficiency in reading.

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

1. Reading Deficiency
2. SWD student growth

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Attendance**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.

In previous years we have noticed a decline in teacher attendance. Students expressed the lack of learning due to the teachers absences.

Measurable Outcome:

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

Maintain a teacher attendance rate of 95% or higher by the end of January.

Monitoring:

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

Teacher attendance will be monitored by using an attendance tracking system to record teacher attendance on a daily basis. Regularly compare actual attendance rates with the target of 95% or higher.

Person responsible for monitoring outcome:

Lakisha Berry (lmacias@somersetacademysh.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.)

To promote a higher attendance rate from teachers we have put in place an incentive program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By promoting this incentive it will encourage teachers to be present and provide students a better education year round.

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.

Monthly Attendance Incentive

Person Responsible: Walkiria Soberon (922606@dadeschools.net)

By When: Monthly

Mid-Year Incentive Program

Person Responsible: Walkiria Soberon (922606@dadeschools.net)

By When: January

Yearly Incentive Program

Person Responsible: Walkiria Soberon (922606@dadeschools.net)

By When: June

#2. 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.

Our SWD ESSA subgroup has scored below a 41% for the second year. Our students with disabilities are struggling more in ELA at a 20% proficiency compared to math at a 49% proficiency.

Measurable Outcome:

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

By mid-year our SWD students will show a 10% increase in their ELA FAST PM2.

Monitoring:

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

Teachers will be using small groups for differentiated instructions. Teachers will also be coached on the testing platforms and the different strategies that will help students with the exam.

Person responsible for monitoring outcome:

Lakisha Berry (lmacias@somersetacademysh.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.)

Administration will be providing teachers focus calendars with bi-weekly assessments on low performing standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Past results have proven that following a focus calendars emphasizing on low standards through out the academic year can increase your data percentage by 5% which has been proven through out our school data.

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.

Pull last year's data

Person Responsible: Caridad Morfa (cmorfa@somersetacademysh.com)

By When: Mid- September

Create monthly focus calendars focusing on specific standards and have teachers test these standards every two weeks

Person Responsible: Caridad Morfa (cmorfa@somersetacademysh.com)

By When: Throughout the year

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)).

As an ATSI school due to our students with disabilities ESSA group we have used some funds in the ESE department. These funds allow us to have a larger group to facilitate accommodations.

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 SIP and SWP is disseminated to the stakeholders at every EESAC/ PTSI meeting as well as posted on our schools website.

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))

During our quarterly EESAC meeting we come together and provide families with dinner before beginning our meetings. We also do different activities during drop-off and pick-up.

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 administration has created a quick walkthrough form that provides teachers with automatic feedback on what was observed during the visit.

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 school implements yearly assemblies that teach students about cyber bullying, sexting etc. The school also provides CTE programs open to middle school students that contribute to different skills that assist them in day to day life outside of the academics.

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))

Our CTE programs and our course tracks provide awareness of postsecondary opportunities allowing them to complete a certification opening opportunities in different workforce areas.

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).

As a school we have created a positive behavior intervention system. This system provides teachers with white tickets to give to students for doing the right thing (Not to do with academics) after 10 white tickets the students are eligible for a golden ticket that provides them with different rewards and opportunities to win raffles. Our counseling team also provides monthly "Do the Right Thing" students. As a school we have also created a no credit committee to address attendance and tardy issues.

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))

During the year we provide teachers with the opportunities to complete professional development that digs into school data and curriculum. We also provide teachers with an attendance incentive to promote higher attendance ratings as well as school engagement incentive for teachers in attending different school activities that involve students.

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$2,750.00
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	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			6013 - Somerset Academy Charter Middle S Homestead	Title, I Part C		\$2,750.00
			<i>Notes: Teacher PD</i>			
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$56,796.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			6013 - Somerset Academy Charter Middle S Homestead	Title, I Part A		\$19,761.00
			<i>Notes: ESE Teacher</i>			
			6013 - Somerset Academy Charter Middle S Homestead	Title, I Part A		\$37,035.00
			<i>Notes: Software that provides support for academic curriculum and student certification for day to day life skills</i>			
Total:						\$59,546.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes