Somerset Academy St. Lucie School

2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Academy St. Lucie

4402 SW YAMADA DR, Port St Lucie, FL 34953

www.somersetstlucie.org

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

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 St. Lucie's mission is to create an equitable environment that fosters the individual success and personal development of all learners.

Provide the school's vision statement.

The vision of Somerset Academy St. Lucie is to provide a high-quality educational choice for the community. Somerset Academy St. Lucie develops opportunities for partnership between the school and home that are designed to strengthen the academic achievement and growth of each individual student.

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
Roach, Joann	Principal	School Academic Performance & Accountability School Policies Employment Opportunities Community Involvement Parent Communication Teachers Support – Evaluations Teachers and Staff Development

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.

The SIP is developed with input from a school leadership team that includes grade level team leaders, instructional coaches, SPED leader and school administrators. Additional input from parents and other stakeholders are gathered through parent university, PTO meetings, family surveys and other community outreach and communication. School data and stakeholders' input are considered in determining multiple areas of growth within our program.

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 school leadership team will monitor the SIP and progress regularly. Administration will conduct regular classroom walkthroughs and monthly leadership meetings to review data and identify areas of focus to maximize student learning and academic gains. Instructional coaches and teachers will conduct additional data review and instructional planning that align with the SIP goals, during the biweekly grade level PLCs.

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	No
2022-23 Minority Rate	67%
2022-23 Economically Disadvantaged (FRL) Rate	61%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 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	45	23	35	14	29	29	0	0	0	175
One or more suspensions	6	5	1	3	2	9	0	0	0	26
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	8	12	17	36	15	26	0	0	0	114
Level 1 on statewide Math assessment	12	1	9	31	12	36	0	0	0	101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	12	17	36	15	26	0	0	0	114

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	12	2	11	21	11	22	0	0	0	79

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	8	0	0	0	0	0	8
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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more school 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	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	
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	

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
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	

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*	50	50	53	53	53	55	45		
ELA Learning Gains				58			35		
ELA Lowest 25th Percentile				44			32		
Math Achievement*	53	51	55	54	41	42	39		
Math Learning Gains				64			41		
Math Lowest 25th Percentile				64			33		
Science Achievement*	44	52	52	33	50	54	31		
Social Studies Achievement*		71	68		55	59			
Middle School Acceleration		75	70		50	51			
Graduation Rate		90	74		50	50			
College and Career Acceleration		69	53		74	70			
ELP Progress	51	44	55	82	78	70	66		

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)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	239
Total Components for the Federal Index	5
Percent Tested	99
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	452
Total Components for the Federal Index	8
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	16	Yes	4	3
ELL	36	Yes	1	
AMI				
ASN				
BLK	37	Yes	1	
HSP	48			
MUL	56			
PAC				
WHT	57			
FRL	49			

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	24	Yes	3	2
ELL	41			
AMI				
ASN				
BLK	60			
HSP	57			

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	73			
PAC				
WHT	51			
FRL	57			

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	50			53			44					51
SWD	18			15			18				4	
ELL	28			45							4	51
AMI												
ASN												
BLK	42			43			33				4	
HSP	49			57			48				5	52
MUL	59			53							2	
PAC												
WHT	59			60			52				4	
FRL	49			49			45				5	63

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	53	58	44	54	64	64	33					82
SWD	10	19	24	13	50	55	0					
ELL	23	58		35	42		7					82
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	51	54		53	71	91	41					
HSP	50	67	50	50	63	59	27					92
MUL	77			69								
PAC												
WHT	55	53	45	58	60	52	31					
FRL	52	59	44	51	66	69	30					81

						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	45	35	32	39	41	33	31					66
SWD	21			18								
ELL	24			23								66
AMI												
ASN												
BLK	44	33		35	28		22					
HSP	48	41		42	39		28					59
MUL												
PAC												
WHT	46	30		40	48		38					
FRL	42	30	36	36	35	25	27					67

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	48%	46%	2%	54%	-6%
04	2023 - Spring	68%	52%	16%	58%	10%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	42%	0%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	52%	-4%	59%	-11%
04	2023 - Spring	72%	56%	16%	61%	11%
05	2023 - Spring	51%	48%	3%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	47%	-4%	51%	-8%

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.

SWD showed the lowest performance as compared to state and district average percentage. Effective support facilitation, as well as learning loss related to the pandemic, are all contributing factors.

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

Prior year's data shows a decline for ELA proficiency as compared to other areas. Learning loss related to the pandemic is one of the contributing factors.

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.

5th grade science proficiency is historically below state average. Science instructional materials and effective preparation for science state assessment are contribution factors.

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

The number of 3rd grade retentions significantly declined as compared to previous years. Additional opportunities were provided to 3rd grade students to meet the criteria to be promoted to 4th grade.

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

The number of students with a substantial reading deficiency is one concern that the school plans to address.

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

Increase the academic achievement of the SWD population to above 50%
Increase ELA proficiency to 64% or above
Increase 5th Grade Science Proficiency to 64% or above

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.

ESE students are historically making lower academic gains than their peers in the same grade level.

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

Increase the academic achievement of SWD population to 50% or above.

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

On-going progress monitoring will take place using school base assessments and other state assessment tools.

Person responsible for monitoring outcome:

Joann Roach (roach.joann@somersetstlucie.org)

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.)

Tier 2 Intervention
Tier 3 Intervention
iReady Standards Mastery

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

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

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

A systematic recruitment and retention plan is an essential goal to secure effective classroom teachers.

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

Support teacher development and professional growth towards achieving highly effectiveness rating, as determined by our teacher evaluation tool.

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

The leadership team will work collaboratively to develop a professional learning calendar that addresses all educators needs, and will provide ongoing support throughout the school year.

Person responsible for monitoring outcome:

[no one identified]

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.)

N/A

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

N/A

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).

N/A

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 will be made available to the school staff, students and families and other community stakeholders on the school website: www.somersetstlucie.org. Additionally, the school plans to hold quarterly SIP progress reviews. These reviews can be part of our parent university meetings which are advertised in the school's monthly newsletter, on the website, and our monthly calendar of events that are emailed to parents etc.

School website: https://home.somersetstlucie.org/#

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))

At Somerset Academy St. Lucie, all stakeholders, including parents, are heavily involved in the growth of our school. Parents are informed of activities, volunteer opportunities, special events, and so much more through our Remind101 Blasts, monthly Parent Newsletters (translated to Spanish and Haitian-Creole), social media, email blasts.
In order to maintain positive relationships with stakeholders, Somerset St. Lucie hosts monthly Parent University meetings. In these meetings, we discuss important information, such as assessments, 3rd grade retention, support outside of school hours, and other important information as it arises. At SASL, we encourage parental involvement. Parental involvement includes volunteering to decorate the school, making copies for the teacher, helping in car line, attending field trips, and so much more.
In order to keep stakeholders aware of their child(ren)'s progress, SASL disseminates assessment data, bi-weekly progress reports, and quarterly report cards. Teachers must email parents if a child's grade falls below a C, in order to create a plan for that child to achieve success.
In addition, SASL offers evening time activities for our parents, including Literacy and Math Night, typically held in October, as well as STEAM and Art Night, typically held in March. IM addition, parents, students, and teachers are all asked to fill out an anonymous survey, asking for feedback on school operations. That information is utilized in the continuous improvement process to ensure that we are always meeting the needs of our stakeholders.

school website: https://home.somersetstlucie.org/#

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))

Our schoolwide remediation plan (WIN: What I Need) is a 40-minute remediation/enrichment program which aims at targeting student's specific area of deficiencies. WIN groups are created using FAST PM1 data, AP1 iReady data and other school progress monitoring data. WIN groups receive additional instruction from highly effective teachers in specifically identified areas of growth and/or enrichment. Progress monitoring occurs regularly to determine additional areas of support.

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))

In order to meet Somerset St Lucie's mental health school-based needs, SASL employs a full-time Counselor. Our school counselor meets with students as their needs arise. The counselor also plans and prepares our teachers materials for school-wide Social-Emotional Learning time. The counselor works with our students to develop important coping skills to allow for their success outside of the academic subject areas.

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))

N/A

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).

A schoolwide PBIS program has been implemented to increase desired behaviors, and to support students who may be struggling in some areas. The PBIS reward system includes Spartan bucks than can be used for special activities, field trips and other events. Early intervening takes place in collaboration with home, using various forms of support such as a check in-check out system. Tracking forms are used to determine students in need of additional tiered support to address problem behavior.

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))

At Somerset Academy St Lucie, teachers are offered ongoing professional development opportunities in order to recruit and retain effective teachers. These opportunities include biweekly Professional Learning Community meetings with Instructional Coaches. In addition, the teachers receive opportunities for development in curriculum, online programs, classroom management, and data disaggregation and next steps.

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))

Effective teaching practices are utilized to promote literacy in the early childhood program. Preschool children are offered early literacy screening and other assessments to determine readiness for kindergarten.

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: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
		Total:	$0.00

Budget Approval

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

Yes