Somerset Preparatory Academy Charter High At North Lauderdale School

2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Preparatory Academy Charter High At North Lauderdale

7101 KIMBERLY BLVD, North Lauderdale, FL 33068

somersetprep.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.

It is our mission to provide our students with opportunities designed to meet individual student needs and experiences that promote growth in each area of development. We will celebrate our achievements and forgive our failures. We will be student centered and curriculum driven, but most of all it is the charge of our professional craft to strive daily to make a positive difference in the life of a child.

Provide the school's vision statement.

We are dedicated to continuing a tradition of excellence in an ever-changing world. Within a safe and supportive environment, we provide a relevant high-quality education and prepare our diverse student body for future endeavors. We honor achievement and promote pride in ourselves, in our school, and in our Somerset Prep North Lauderdale community.

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
McGhee, Donyale	Principal	Ms. McGhee will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data.
Maura, Kionnie	Assistant Principal	The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, and appropriate state and federal statutes; and coach, supervise and evaluate personnel.
Jackson, Chantae	Administrative Support	-Assist the principal evaluating instructional and non-instructional staff. -Supervise instructional and non-instructional staff. -Help create school-wide goals including those related to student learning and student behavior. -Manage student behavioral issues including those in the cafeteria -Supervise Office Staff members. -Supervise Cafeteria Staff members. -Supervise Guidance Department -Supervise Testing Department
Marshall, Sebrina	Instructional Coach	Provide craft information in regards to ELA/Reading/Math, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement and support school-level intervention, assess key aspects of the overall organizational performance. Provide craft information in regards to math and science, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement and support school-level intervention, assess key aspects of the overall organizational performance.
Gainey, Andre	Assistant Principal	The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, and appropriate state and federal statutes; and coach, supervise and evaluate personnel.

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.

Somerset Prep Academy of North Lauderdale High will continue to build positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keeping parents informed of their child's progress through the following:
- Progress Monitoring administered three times a year (Baseline, Mid point, End of year)PM1 PM2 PM3)
- Weekly academic and behavioral progress reports (as needed)
- Utilization of the school's website to inform parent of upcoming events.
- Parent Surveys: feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.
- During SAC, Open House, curriculum night, etc. provide various methods for parents to conference with teachers and administrators. (Parent Conferences, emails, student agendas)
- Offer fun, interactive tutorials to parents who are unfamiliar with Focus and other forms of educational technology.
- Principal Chats with Parent Meeting Quarterly
- Communicate classroom and school newsletter to parents.
- Teacher Call Log: Positive notes, letters, phone calls home.
- Maintain a school Facebook page to dialog with parents and give assistance if needed.
- Parent University offered throughout the year.
- Volunteer opportunities available throughout the school year.
- Quarterly Academic Celebrations
- Character Education participation rewards
- Collaboration with local community agencies (Head Start, Local Mental Health Agencies)
- Coordination of Mental Health Services through the BCPS (Social Worker)

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 leadership team will collaboratively create a data analysis worksheet and system for using data to drive instruction by November 2023.
• School Administrators will train Grade Level and Department Level chairs in the data analysis process to create expert teacher leaders –by end of first quarter.
• Grade Level and Department Level meetings will contain a data analysis focus in order to conduct instructional activities aligned to the needs of all students by end of first quarter and continuing. throughout the year.
• PD training in faculty meeting and grade level/department meetings will take place at least twice per month to expand teacher knowledge of using data to drive instructional improvements. These trainings will be conducted by members of the leadership team.
• Each teacher will be asked to discuss their classroom data, instructional modifications and supports system to increase student achievement as part of the PGP. Timeline: October, January and May.
• Department Chair Meetings.
• Student Achievement Data- Significant progress and growth towards standards mastery will be demonstrated by student achievement results on Achieve 3000, Read 180 and IXL Mathematics.PM1, PM2 and PM3.

• Classroom Data- Walkthrough data will provide evidence of the level of differentiation in instruction and the school wide data culture.
- School Leadership team meets with the Educational Service Provider (ESP) to review all federal, state, and local funds comprising all funding available to the school for student enhancement and engagement.
- Every nine weeks the school's leadership team and the ESP will meet to review all budgets and resources allocated based on student data to drive instruction.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	86%
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) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 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	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 ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	
	0	0	0	0	0	0	0	0	0	
	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	0	0	0	

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

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	

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*	36	50	50	27	52	51	31		
ELA Learning Gains				51			29		
ELA Lowest 25th Percentile				53			26		
Math Achievement*	25	36	38	30	41	38	27		
Math Learning Gains				53			26		
Math Lowest 25th Percentile				53			33		
Science Achievement*	52	60	64	41	35	40	32		
Social Studies Achievement*	40	66	66	39	51	48	24		
Middle School Acceleration					50	44			
Graduation Rate	90	90	89	84	54	61	98		
College and Career Acceleration	26	61	65	44	66	67	45		
ELP Progress	31	50	45	15			25		

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	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	90

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	11
Percent Tested	100
Graduation Rate	84

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	2	2
ELL	26	Yes	3	1
AMI				
ASN				
BLK	47			
HSP	41			
MUL				
PAC				
WHT				
FRL	44			

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	10	Yes	1	1
ELL	37	Yes	2	
AMI				
ASN				
BLK	45			
HSP	47			

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				
FRL	46			

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	36			25			52	40		90	26	31
SWD	21			10							2	
ELL	18			20			36				4	31
AMI												
ASN												
BLK	34			27			46	41		38	6	
HSP	39			23			62	40		0	7	36
MUL												
PAC												
WHT												
FRL	36			25			52	38		29	7	36

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	27	51	53	30	53	53	41	39		84	44	15
SWD	10											
ELL	28	61	50	21	36		24	27		69		15
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	21	45	72	29	54	46	31	34		82	35	
HSP	32	59	38	31	52		59	50		85	59	7
MUL												
PAC												
WHT												
FRL	27	51	56	31	56	64	40	39		83	45	19

| 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	31	29	26	27	26	33	32	24		98	45	25
SWD	6	25										
ELL	11	22	24	12	20		20	15		92	42	25
AMI												
ASN												
BLK	28	26	32	23	21	25	33	35		100	40	
HSP	32	29	14	33	36			23	9	93	43	28
MUL												
PAC												
WHT	50	40										
FRL	34	30	29	33	28	40	40	30		100	43	20

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. <u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.</u>

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

| ELA | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	31%	49%	-18%	50%	-19%
09	2023 - Spring	42%	49%	-7%	48%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	48%	-25%	50%	-27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	46%	-12%	48%	-14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	63%	-14%	63%	-14%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	62%	-21%	63%	-22%

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.

Student proficiency levels fail far below the state average for Grades 9-12. The largest difference exists in Algebra proficiency levels at (23%) and the state average at (50%). The factors contributing would be low student attendance in the day school and low participation in afterschool tutoring. Instructional strategies used in the classroom such as a lack of differentiation and a lack of students' foundational skills with minimal teaching time to scaffold instruction.

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

Algebra 1 mastery level was only 23% which is a decline from last year.
Due to various factors, differentiated instruction was not done with fidelity or at the rigor required to increase performance in these subgroups. New actions to address this need will include differentiated instruction models, increased targeted support for various subgroup populations, access to a modified curriculum with access points to close learning gaps, and planning for standards-based instruction. In addition, the general education teacher and ESE support facilitator will work collaboratively to the special education subgroup population. Professional development is needed for teachers to address standard

aligned
instruction for the new BEST standards and targeted intervention programs.

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.

Algebra 1 mastery level was only 23% which is a decline from last year.
Due to various factors, differentiated instruction was not done with fidelity or at the rigor required to increase performance in these subgroups. New actions to address this need will include differentiated instruction models, increased targeted support for various subgroup populations, access to a modified curriculum with access points to close learning gaps, and planning for standards-based instruction. In addition, the general education teacher and ESE support facilitator will work collaboratively to the special education subgroup population. Professional development is needed for teachers to address standard aligned
instruction for the new BEST standards and targeted intervention programs.
In terms of student subgroups, the component that demonstrates the greatest need for improvement is the subgroups that fall within the ESSA Federal Index. two of the seven applicable subgroups did not meet the Federal Index of 41%. Of those five, two of the subgroups have not met the Federal Index for three consecutive years. Also, for one consecutive year, three of the subgroups have fallen below 32%

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

Student proficiency levels fell far below the state average for Grades 9-12. The largest
difference existed in Grade 10 ELA. The proficiency level for ELA was 31% compared to the state average proficiency level (50%). New actions to address this need will include differentiated instruction models, increased targeted support for various subgroup populations, access to a modified curriculum with access points to close learning gaps, and planning for standards-based instruction. In addition, the general education teacher and ESE support facilitator will work collaboratively to the special education subgroup population. Professional development is needed for teachers to address standard aligned instruction for the new BEST standards and targeted intervention programs. Into to Literature is used in all grade levels through English classes as the core to support students in literature analysis and writing standards proficiency.

With the implementation of Intro to Literature and Read 180 the reading courses will focus small group instruction based on student needs. Systems 44 is for the intensive needs of the students who must rebuild at the most foundational level, once those foundational skills have been built the students will move to the Read 180. The Read 180 curriculum determines student needs and provides practices as the students work through the skill groups. As part of the program structure, teachers will work in small groups and one-on-one with students as needed when the rotations are identified.
The 11th and 12th grade students also receive instruction that is in alignment with national ACT and SAT exams through Intro to Literature. The program supplements the SAT/ACT curriculum for students who are striving to achieve concordant scores to meet graduation requirements. Students have the opportunity to prepare for and practice the skills necessary to earn a concordant score on the ACT/SAT exams in class.

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

After reviewing the students attendance data from previous years it was noted that a number of the students had attendance issues in middle school as well which leaves me to believe that crucial foundational skills were missing.

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

Increase proficiency in ELA
Increase proficiency in Mathematics
Increase proficiency in Science
Increase the federal index above 41% in the Students with Disabilities subgroup
Increase proficiency in Graduation
Increase proficiency in Social Studies

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 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.

Our school community has really grown and become a tight nit group. However, we can continue this growth to enhance our positive culture and environment for all our stakeholders.

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

Our measurable outcome is to have less than 10% teacher/staff turnover for the upcoming school year.

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

Throughout the year we will work collaboratively with our teachers and staff to ensure the work environment is welcoming and a place where the enjoy coming.

Person responsible for monitoring outcome:

Donyale McGhee (dmcghee@somersetprep.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.)

Providing staff with useful and purposeful professional development throughout the year.

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

This was selected due to previous successes with it.

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 3 - Promising 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).

When requesting funds:
1. We will place the item on the agenda for review, written requests should be submitted to the SAC committee 3 business days before the next scheduled SAC meeting.
2. We will make sure that all submissions will be within the 60 days prior to the event or activity (except in extenuating circumstances) by completing a request form.
3. The sponsor and a representative should be present at the SAC meeting when the request is made to answer questions.
4. If funds are approved, the sponsor and a representative should also give a report on the event or activity the SAC meeting following the event or activity.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

N/A

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

N/A

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

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

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

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

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

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

N/A

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

Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

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

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

N/A

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

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.

Parents are invited and encouraged to become active members of the School Advisory Council (SAC). All SAC meetings are scheduled in accordance with the Under the Sunshine law of Florida where all meetings are also opened to the public. At the SAC meetings parents will be provided information regarding the school's Title I allocation (inclusive of professional development and parent involvement allotments). Parents will be invited to provide input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by parents, staff, and students. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program.

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))

Our goal is to increase parental engagement/involvement through developing (with ongoing parental input) our Title I School -Parent Compact (for each student); our school 's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements that will include Parent Universities that teach FSA strategies, reading clinics and tips for assisting their children with mathematics strategies and concepts (Grade level specific) and reporting requirements. Conducting informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

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 Literacy Leadership Team and teachers will focus its meetings on questions pertaining to the implementation of instruction and intervention strategies. The team will meet monthly to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FSA morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using USA Test Prep, I Ready, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading. Ensure that all teachers throughout the school year will teach the FSA reading benchmarks across the curriculum. Ensure that differentiation is evident within the teacher's lesson plans. The use of instructional delivery strategies such as reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, differentiated instruction and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Literacy Leadership team will determine the professional development and resources needed to optimize instruction and intervention. The Literacy Leadership will focus on the revised goals for writing in across the curriculum. The school plans to strengthen the academic programs in the school and increase the amount and quality of learning time and help provide an enriched and accelerated curriculum through increase
professional development for teachers, student centered initiatives, and administrative led decision making based on recent student and teacher data specifically as it relates to the Students with Disabilities subgroup.

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))

Somerset Prep North Lauderdale will be providing the following services.
• Counseling, pupil services, and mentoring services.
• College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
• The integration of vocational and technical education programs.

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Somerset Prep North Lauderdale has created various partnerships with community members which will assist with students at risk such as OIC of South Florida. This partnership has provided Somerset Prep students with enrichment programs opportunities for "inside" and "outside" of the classroom. The OIC provides structured environments aimed at increasing academic proficiency, emotional and social development, decision-making skills, and family strengthening. The core of the program is to prepare tomorrow's leaders for career readiness by helping them equip them with the essential tools necessary to develop healthy relationships, set and pursue goals, and make healthy life choices.

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))

Somerset Prep North Lauderdale (SPNL) has a system for teachers to refer students to see the counselor as well as for students to request to see the counselor. In addition, SPNL also uses Rethink Ed for it's Life Skills & Wellness curriculum. The curriculum helps students develop the skills needed to strengthen different facets of their mental health. Rethink Ed lessons are covered biweekly in class. Teachers and staff can also assign individual lessons to students based on specific needs. Somerset has two different mentoring programs Ladies of Elegance and Brothers II Brother. These mentoring programs pair students with Somerset staff. This allows personnel that are already familiar with the students to support and mentor them.

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))

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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).

The first step in implementing PBIS is to form a PBIS leadership team. This team typically includes administrators, teachers, counselors, and support staff who will lead the PBIS initiative.The team collaboratively defines clear and specific behavioral expectations for all areas of the school, such as classrooms, hallways, and the cafeteria. These expectations are often stated in positive and easily understandable terms. Teachers and staff teach students the behavioral expectations through explicit instruction. Expectations are consistently modeled, practiced, and reinforced throughout the school year. PBIS incorporates a system of positive reinforcement to acknowledge and reward students for exhibiting desired behaviors. This may include verbal praise, small rewards, certificates, or a token system. We engage with parents and the community to involve them in the PBIS process. This may include workshops, meetings, and resources for parents to reinforce PBIS principles at home.

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))

The school has planned Professional Learning Communities within the school to provide professional development for teachers to enable all children in the school to meet state academic content standards. These PLCs are based on specific needs in target areas for the different core subject areas of Reading, Mathematics, and classroom management. Regular meetings will occur throughout the school year to ensure higher success rates in student achievement and remediation of gaps identified that may have been worsened by the pandemic/online learning platforms. Each teacher is required to write their own annual Growth Plan based on the teacher evaluation tool and approved by the principal. The intent is for teachers to monitor their own effectiveness and continue to improve their craft/skill in delivering highly effective instructional strategies.

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 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.

No