

Broward County Public Schools

Somerset Preparatory Charter Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Preparatory Charter Middle School

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SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Somerset Central Miramar is dedicated to providing equitable, high-quality education.

Provide the school's vision statement.

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

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
Guillen, Athena	Principal	Oversee the functionalities of Somerset Academy Preparatory Charter Middle School and ensure the implementation and review of the action plans as per the School Improvement Plan.
Mincey, Erika	Assistant Principal	Oversee the functionalities of Somerset Academy Preparatory Charter Middle School and ensure the implementation and review of the action plans as per the School Improvement Plan.
Moore, Morgan	Instructional Coach	Mentor classroom teachers and oversee, model and provide feedback to instructional strategies utilized in the classroom and oversee the execution of the plan of action as part of the School Improvement Plan.
Mesadieu, Deanna	Instructional Coach	Mentor classroom teachers and oversee, model and provide feedback to instructional strategies utilized in the classroom and oversee the execution of the plan of action as part of the School Improvement Plan.

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 integration of all stakeholders in the creation of the School Improvement Plan (SIP) is of high significance. This structured methodology helps in assimilating the perspectives and expertise of everyone, thereby nurturing a sense of shared proprietorship and dedication to the school's progress.

The School Advisory Council (SAC) is a diverse body consisting of school leadership, teachers, staff, parents, students, families, as well as community and business leaders take part in the following SIP development process:

1. **Planning Phase:** The school leadership sparks off the process by constituting a representative committee encompassing all key stakeholders.
2. **Needs Assessment:** To identify the strengths and areas that require improvement in the school, stakeholders are given surveys or questionnaires. The data from these are then evaluated to pinpoint key focus areas for the SIP.
3. **Drafting the SIP:** The leadership team along with representatives from each stakeholder group scrutinize the collected data and initiate drafting the SIP. This involves setting goals, formulating strategies to achieve those goals, selecting appropriate metrics for progress evaluation, and allocating duties.
4. **Review and Feedback:** Once the SIP draft is prepared, it is shared with all stakeholders for review. This could be done through feedback sessions or community meetings where stakeholders can express their opinions, feedback, or concerns.
5. **Revision and Finalization:** After carefully considering the collective feedback from stakeholders, the SIP is fine-tuned to ensure it aptly reflects the requirements and expectations of all the parties involved.
6. **Implementation, Monitoring, and Evaluation:** The finalized SIP is then put into action. Stakeholders play a significant role in tracking the plan's progress and assessing its efficacy, possibly through regular meetings or updates, and sharing of relevant data.

This method of engagement and consultation makes certain that the SIP is inclusive and collaborative, thereby enhancing its prospects for success. Moreover, it encourages a sense of mutual responsibility and cohesion among all stakeholders.

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))

At Somerset Academy Preparatory Middle School, we make it a priority to consistently analyze student's performance data on a weekly basis. This analysis helps us identify areas of struggle, allowing us to implement personalized interventions and programs to bridge any existing academic gaps.

1. **Monitoring Implementation:** Monitoring of the School Improvement Plan (SIP) is done systematically. A variety of data points, such as class performance, quiz scores, report card grades, and standardized test results, are utilized to identify areas of improvement and progress. Particularly attention is paid to the students with the most significant achievement gaps. The effectiveness of interventions and programs is assessed regularly to ensure optimal impact on student achievement.
2. **Strategies for Improvement:** The school uses an array of strategies to bolster academic growth. These include differentiated instruction, small group instruction, push-in/pull-out models, and technology-rich

classrooms. For reading and science, technology-based software programs like iReady and Science Digital Labs are used. In mathematics, the focus is on computation through computers and laptops, along with the use of iReady and Saavas digital resources for reinforcement and enrichment. For enhancing writing skills, we conduct special writing camps and use strategies such as R.A.C.E. and Four-Square.

3. Continuous Improvement**: The school fully commits to the principle of continuous improvement. If a strategy or intervention isn't working as well as expected, the school is prepared to revise the plan. This might involve adopting new techniques, tweaking current strategies, or even discarding methods that aren't yielding the desired results.

4. Individualized Support: In addition to general classroom instruction, the school offers a push-in/pull-out model of support during the instructional day, where teachers work closely with students in a small group setting. This helps provide tailored instruction to reinforce or enhance specific benchmarks. Additional tutoring services before and after school serve as a further support system, ensuring that every student can reach their full potential.

This structured framework allows Somerset Academy Preparatory Middle School to effectively implement the SIP, continuously monitor its impact, optimize strategies for increasing student achievement, and ensure ongoing improvement.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	69%
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) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	

DJJ Accountability Rating History
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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	3	4	7	14
One or more suspensions	0	0	0	0	0	0	0	2	2	4
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	2	2	4
Course failure in Math	0	0	0	0	0	0	0	3	11	14
Level 1 on statewide ELA assessment	0	0	0	0	0	0	16	19	28	63
Level 1 on statewide Math assessment	0	0	0	0	0	0	22	11	21	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	8	9	10	27

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	2	4	6

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	15	7	9	31
Students retained two or more times	0	0	0	0	0	0	1	0	0	1

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	

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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on statewide FSA Math assessment	0	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

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	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	0
Students retained two or more times	0	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*	57	53	49	66	54	50	64		
ELA Learning Gains				59			57		
ELA Lowest 25th Percentile				60			42		
Math Achievement*	57	56	56	51	41	36	41		
Math Learning Gains				61			27		
Math Lowest 25th Percentile				55			21		
Science Achievement*	32	50	49	32	52	53	38		
Social Studies Achievement*	83	67	68	91	63	58	76		
Middle School Acceleration	53	70	73	58	51	49	55		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress		42	40		74	76			

** 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	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	533
Total Components for the Federal Index	9
Percent Tested	99
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	18	Yes	3	3
ELL	43			
AMI				
ASN				
BLK	56			
HSP	59			
MUL				
PAC				
WHT				

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%
FRL	53			

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	29	Yes	2	2
ELL	62			
AMI				
ASN				
BLK	60			
HSP	62			
MUL				
PAC				
WHT				
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	57			57			32	83	53			
SWD	7			10			0	55			4	
ELL	46			38			14	75			4	
AMI												
ASN												
BLK	57			58			29	83	52		5	
HSP	56			52			44	83			4	
MUL												

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
PAC												
WHT												
FRL	54			54			29	81	48		5	

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	66	59	60	51	61	55	32	91	58			
SWD	16	39	42	13	29	35	0	55				
ELL	50	61	63	48	62	53		100				
AMI												
ASN												
BLK	66	60	63	50	58	51	33	92	65			
HSP	64	58	54	57	73	77	33	83				
MUL												
PAC												
WHT												
FRL	62	55	58	47	57	53	29	88	57			

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	64	57	42	41	27	21	38	76	55			
SWD	20	29	18	11	14	15		31				
ELL	64	51		54	41			75				
AMI												
ASN												
BLK	65	61	45	40	26	20	39	74	56			
HSP	56	46	15	40	26	27	38	91				
MUL												
PAC												
WHT	75	42		50	42							
FRL	62	55	39	38	25	22	33	76	44			

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%	49%	2%	47%	4%
08	2023 - Spring	54%	49%	5%	47%	7%
06	2023 - Spring	61%	50%	11%	47%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	63%	54%	9%	54%	9%
07	2023 - Spring	52%	51%	1%	48%	4%
08	2023 - Spring	57%	46%	11%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	27%	38%	-11%	44%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	48%	46%	50%	44%

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

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	64%	16%	66%	14%

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.

The 2022-2023 NGSSS Assessment data shows a shortfall in our 8th-grade Science performance with a proficiency rate of just 27%. This performance dip can be attributed to the appointment of a new Science teacher who lacked in-depth understanding of effective teaching methodologies tailored to this subject.

Similarly, the 2023 AP3 ELA FAST Assessment revealed a proficiency level of 55%, indicating another area requiring improvement, and lowest performance. The data revealed a 10 point decrease from the previous year on the 2021-2022 FSA ELA Assessment 56% proficiency for grades 6-8. Across all middle school grades, students particularly struggled with comprehending informational text, a skill often challenging for many due to a lack of background knowledge on the 2023 AP3 ELA Assessment. The decline in exposure to news articles, documentaries, and magazines, largely due to technological changes, has made it more difficult for students to establish connections with the topics they are reading about, leading to challenges in understanding the text.

To address these issues, we are focusing on enhancing our curriculum and additional activities. These improvements will emphasize vocabulary acquisition and exposure to academic grade-level vocabulary. We plan to boost the domains of Vocabulary and Comprehension of Informational Text using the Into Lit curriculum and corresponding progress monitoring consistently.

The results for PM3 F.A.S.T Assessment showed 23% of students were on a Level 1, 22% of students were on a Level 2, 23% of students were on a Level 3, 21% of students were on a Level 4, and 11% of students were on a Level 5. The 2022-2023 PM1 results for the same assessment indicated 33% of students were at Level 1, 25% at Level 2, 22% at Level 3, 14% at Level 4, and 6% at Level 5. A comparison of these results suggests that our students have made considerable progress.

The 2022-2023 AP3 Into Lit Growth Monitoring Assessment showed 3% of students "far below level," 18% of students "below level," 31% of students "approaching," 32% of students are "on level," and 16% of students are "above level" for 6th grade. For 7th grade; 5% of students were performing "far below level," 28% of students were performing "below level," 33% of students were "approaching," 31% of students were "on level," and 13% of students are "above level." For 8th grade 2% were "far below level,"

27% of students were “below level,” 25% of students were “approaching,” 31% of students were “on level,” and 23% of students were “above level.” The reason for the decline in some components was lack of explicit instruction and utilizing the HMH platform with fidelity. We will continue conducting weekly data chats with teachers to discuss areas in which students are lacking and coming up with ways to close the gaps prior for the 2023-2024 school year.

Our efforts will be directed towards also to delivering high-quality reading instruction emphasizing decoding, vocabulary enhancement, prior knowledge building, and motivational elements. This way, we hope to assist our students in achieving proficiency across all reading areas.

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

The ESSA Federal Index data for 2021-2022 indicated a proficiency average of only 29% in our group of students with disabilities (SWD), significantly below the mandatory state average of 41%. This low proficiency rate has been consistently observed over the last two years, starting from 2021.

In reviewing the 2021-2022 accountability components by subgroup data chart, it identifies a concerning deficiency in our SWD students across three main subjects. The proficiency rate was at 16% for English Language Arts (ELA), 13% for Mathematics, and 0% for Science. However, a significant increase and strong mastery levels of Social Studies content, where SWD students demonstrated an impressive 55% proficiency.

Given this consistent underperformance over the past years, it's clear that we need to prioritize improvements within our SWD subgroup. The data suggests a critical need for lesson plans which are customized to address each SWD student's unique deficits, particularly in Reading and Math. As such, we must adapt our teaching approach and implement tailored learning plans to cater to these requirements and using on-going data to drive instructions in whole group, small group and pull out/push in sessions. This would best support our SWD students, helping raise their proficiency levels and set them on a trajectory towards success.

The 2022-2023 NGSSS 8th-grade Science Assessment data is another area showing the greatest decline with a proficiency rate of just 27%. This performance dip can be attributed to the appointment of a new Science teacher who lacked in-depth understanding of effective teaching methodologies tailored to this subject.

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.

Based on the results from the 2022-2023 NGSSS Assessment, it is clear that our school's weakest performance area was in Science. Our overall school achievement in Science was 27%, which was 20 points lower than the state average of 47% proficiency. A key factor contributing to this shortfall in Science achievement was the introduction of a newly certified teacher, who did not have a strong command over the subject matter. This impacted the quality of instructional delivery.

Moreover, students entered the 8th grade with diverse levels of previous knowledge in Science, which posed a challenge for the teacher in delivering instruction and attempting to bridge the knowledge gaps from previous years within a limited timeframe. This wide range of prior knowledge further compounded the issue.

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

The 2022-2023 FAST AP3 Mathematics Assessment demonstrated progress, reporting a 57% proficiency across grades 6-8 in Math. This score represents a significant rise from the 51% proficiency observed on the 2021-2022 FSA. The AP3 FAST Math proficiency averages identified 63% for 6th grade, 52% for 7th grade, and 57% for 8th grade, a substantial improvement compared to the prior year's FSA Math results of 48% for 6th grade, 49% for 7th grade, and 39% for 8th grade.

To enhance our data, new measures were taken. Math Teachers began instructing in small groups, focusing exclusively on the areas where students had displayed weakness, as identified by our school's progress-monitoring tool, i-Ready. Growth monitoring assessments were regularly conducted to keep track of student progress and to concentrate on areas where students were performing below the expected grade level. In addition, the iReady program was put into play on a weekly basis to emphasize and strengthen skill mastery.

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

During the 2022-2023 academic year, we observed a significant number of Early Warning Signs among students in grades 6-8. Data from the Early Warning System (EWS) identified potential issues with 63 students from these grades scoring at level 1 on the statewide ELA FAST assessment (16 from 6th grade, 19 from 7th grade, and 28 from 8th grade). In addition, 54 students in these grades scored a level 1 on the statewide Math FAST assessment (22 from 6th grade, 11 from 7th grade, and 21 from 8th grade).

To address these concerns and meet the needs of all our learners, we will task our data team with identifying the areas within the curriculum and specific concepts where our students are under-performing in comparison to state levels. They will also review school-based assessments and the effectiveness of current interventions for these high-needs students. This strategy will ensure we cover all aspects necessary for student improvement.

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

Somerset has been identified as an Additional Targeted Support and Improvement (ATSI) school due to data indicating that the proficiency average for our Student's With Disability (SWD) subgroup is just 38%. This is below the required minimum average of the state's 41% as indicated in the 2021-2022 ESSA Subgroup Data Report, making this subgroup a key area for improvement in our school. For two consecutive years, the SWD subgroup has been below the state's 41% proficiency and for two years the subgroup is below 32%. To enhance the proficiency of this subgroup, SWD students will be offered free after-school tutoring sessions. Additionally, our Push-in/Pull-out model will be conducted throughout the school day, supervised by the ESE Teacher. This involves establishing small i-Ready groups and using specific lessons from the i-Ready Toolkit to focus on each student's areas of deficiency in both Reading and Math, with student progress monitored on a weekly basis. The Curriculum Coach will also conduct regular data chats with these students and monitor their progress on a monthly basis.

One area of improvement to target is the proficiency in 8th grade Science. Student in the 2022-23 NGSSS statewide science assessment showed significant deficiency - scoring only 27%, which is significantly lower than the state average of 49%. This pattern was also seen in the 2021-22 academic year, with a proficiency score of 32%. To close the achievement in gaps, teachers will be provided with professional development opportunities focusing on standards-based instruction. Students will receive data tracking forms, which will encourage regular interaction with their performance metrics, fostering a sense of responsibility for their continuous progress. Science data will be used to guide classroom instruction. The application of hands-on activities and scientific writing strategies will aid in strengthening student comprehension of benchmark areas.

The 2023 AP3 ELA FAST Assessment results demonstrated a proficiency level of 55% for grades 6-8.

Our school recognizes Vocabulary, as well as Comprehension in both Literature and Informational Text, as the key areas needing reinforcement. In our efforts to boost student performance in these areas, we plan to implement a blend of strategies. These incorporate the persistent use of the i-Ready program, conducting small group instruction, offering tutoring services, deploying Teacher Assistants to support students in their areas of struggle, and applying differentiated instruction.

The 2023 ELA FAST AP3 data revealed 6th grade as the group with the least academic achievement, despite improvements across all areas. Specifically, students who were two or more grade levels below in Vocabulary saw a reduction from 26% in AP1 to 20% in AP3, Comprehension of Literature dropped from 36% in AP1 to 21% in AP3, and in Comprehension of Informational Text, it fell from 40% in AP1 to 32% in AP3. In an effort to close the achievement gaps for the students who have now transitioned to the 7th grade, supplemental resources centered on vocabulary to include, HMH Into Lit into and Read 180 for Intensive reading classes.

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.

Somerset Preparatory Charter Middle School's Area of Focus is to support Students with Disabilities (SWD) to increase learning gains and proficiency in both reading and math.

Measurable Outcome:

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

By the end of the 2023-2024 school year, reading scores for Students with Disabilities will improve by 6% given intervention in the intensive reading class.

By the end of the 2023-2024 school year, math scores Students with Disabilities will improve by 6% given intervention in the intensive math class.

Monitoring:

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

The SWD focus will be monitored utilizing data from Read 180/System 44, i-Ready diagnostics, and the FAST PM 1 and 2. The students will take progress monitoring assessments to identify the areas of mastery and the areas of weakness in Intensive Reading, English LanguageArts and Mathematics classes. At the conclusion of the diagnostic assessments, data chats will occur with the students and identification of students who need further remediation will take place. At that time, the school will also provide free tutoring sessions to students who are not proficient in those areas in an effort to increase proficiency. On-going data collection from interventions, direct services provided by an ESE teacher, ESE Specialist, teacher, and Curriculum Coach. The Collaborative Problem-Solving Team (CPST) which consists of the assistant principal, literacy coach, math/science coach, interventionist and ESE specialist will meet regularly to discuss data and monitor the effectiveness of the interventions.

Person responsible for monitoring outcome:

Morgan Moore (mmoore@somersetcentral.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.)

Evidence-based interventions and strategies implemented to support the focus of SWD will consist of i-Ready (Reading & Math), READ 180/System 44 programs. These programs are designed to meet the specific needs of the SWD. Other evidence-based interventions being implemented for SWD in reading are explicit instruction, technology integration, reading comprehension strategies, graphic organizers, scaffolding and the Five (5) Components of Reading - Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using evidence-based strategies with students is grounded in the belief that education should be based on research and data-driven practices to maximize students learning and achievement. The reasons include improved learning outcomes, equity and fairness, accountability and data-driven decision-making. READ 180/System 44 and i-Ready (Reading & Math) give the students the chance to be challenged by engaging in rigorous lessons based on their level. SWD will be tested three time per year using the iReady and Read180 Diagnostic to determine placement in small groups, tutoring, and push in/ pull out programs. These platforms will be assigned to students on a weekly basis to complete lessons

designed to close achievement gaps. SWD, teachers, ESE Specialist, and the instructional coaches will have biweekly data chats to discuss the learning progress of each student areas of deficiencies that need to be met.

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.

Diagnostic Data Collection to determine SWD Tier Placement, reading lexile and phonics deficiency level. Students identified, as needing additional Phonics support will receive daily small group instruction in Phonics during their Intensive Reading class, led by Teacher. Twice a week, these students will partake in extra Phonics instruction during 30-minute small group Pull out sessions with Curriculum Coach.

Person Responsible: Morgan Moore (mmoore@somersetcentral.org)

By When: August 2023 - Ongoing

Intensive Reading Teacher will receive Professional Development (PD) training on how to effectively implement the Phonics for Reading program from publisher Curriculum Associates. In addition, the teachers will attend ongoing PDs on how to disaggregate data from the Read 180/System 44 and i-Ready (Reading and Math) technology programs. Teachers will be trained how to best use SWD data to drive instruction and to create small group for differentiated instruction.

Person Responsible: Morgan Moore (mmoore@somersetcentral.org)

By When: August 2023 - Ongoing

Progress monitoring will take place using various tools. The instructional coach will be conducting classroom observations on a regular basis to ensure the teachers are using the programs (Read180/System 44, i-Ready (Reading and Math) with fidelity. The teachers will have having monthly data chats with the students and discussing the data tracking forms. The students will be assessed monthly using iReady's growth

monitoring assessments in Math and ELA. The data will also be used to form small groups, tutoring groups, and push-in/pull-out groups to make sure all of the SWD subgroup are receiving intervention to increase student achievement. In addition, General education teachers and ESE support facilitator will meet regular to create effective push in/pull out model that best meets the needs of the SWD.

Person Responsible: Morgan Moore (mmoore@somersetcentral.org)

By When: August 2023 - Ongoing

Student with Disabilities identified, as needing additional Phonics support will receive daily small group instruction in Phonics during their Intensive Reading class, led by Teacher Christie Bertrand. Moreover, twice a week, these students will partake in extra Phonics instruction. These 30-minute small group sessions, known as Phonics Small Group Pull-outs, will be guided by Reading Coach Ms. Moore.

Person Responsible: Morgan Moore (mmoore@somersetcentral.org)

By When: August 2023 - Ongoing

The final action step will be to identify if we need to change the way the different Evidence-based interventions, strategies and programs are being implemented. The leadership team will evaluate the push in/pull out group, tutoring groups and technology programs to ensure the students are demonstrating growth by administering a on-going progress monitoring assessments. The instructional coach will check

on iReady online instruction to make sure it is being used 45 minutes weekly in Math and ELA. Based on the findings the leadership team will meet and determine if the implementation of the programs are in fact working toward increasing SWD achievement. If the SWD are progressing the implementation of the program will remain as is. If the students are not demonstrating growth, then the CPST will meet to remediate the plan and identify other strategies to be used.

Person Responsible: Morgan Moore (mmoore@somersetcentral.org)

By When: August 2023 - Ongoing

#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.

Somerset Academy Preparatory Middle School's Area of Focus is to support teachers through mentoring programs to increase teacher retention.

Measurable Outcome:

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

By the end of the 2023-2024 school year, at least 80% of current instructional staff will commit for the 2024-2025 school year.

Monitoring:

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

Teacher participation in the mentorship and new teacher program will be monitored monthly. Additionally, teachers will complete a climate and culture survey by December 2023 and then again in June 2024.

Person responsible for monitoring outcome:

Erika Mincey (emincey@somersetcentral.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.)

The Somerset Leadership Cohort is a mentoring program for those aspiring to be future leaders. Part of the process is to attend monthly meetings, where current administrators present common, interesting topics to the group. The teachers participating in this cohort are also asked to shadow principals from other schools to learn about the variety of leadership styles. Also, The New Educator Support System (NESS) program is also conducted at our campus. This allows for new teachers to become a community of beginning teachers, where they have the opportunity to share their experiences, while being mentored by their Team Leader. The program focuses on providing the new teachers with some extra assistance, as they begin to build their own routines and comfort level with anything from conducting parent/teacher conferences, to completing accident reports or writing an email to a parent.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Various studies have shown that comprehensive teacher mentoring improves retention by 40%. Through mentorship programs, teachers feel supported, have access to resources and peer relationships. Mentorship programs also empowers veteran teachers as they are supporting new teachers and have platform to present their knowledge and skills.

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.

Somerset plans to support our teachers through mentoring programs to enhance teacher retention by pairing new teachers with experienced mentors to provide them with guidance, advice, and continuous support. This approach will make new teachers feel valued and less likely to leave the profession.

Person Responsible: Erika Mincey (emincey@somersetcentral.org)

By When: Ongoing through the last day of school June 11.

Through our mentoring program, administration will serve as a mentor to designated teachers in effort to build positive relationships on the job. The school's administration team will conduct on-going informal observations on Teachers and provide immediate feedback on their strengths and weakness. During staff meetings and common planning, teachers can discuss their progress, challenges, and areas for improvement with their mentor, which will encourage a culture of growth and development. Frequent meetings with Mentors and Mentees will allow for ongoing support and the strengthening of relationships, providing teachers with a sense of community and lessening feelings of isolation.

Person Responsible: Erika Mincey (emincey@somersetcentral.org)

By When: Ongoing through the last day of school June 11.

#3. -- Select below -- specifically relating to

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.

Measurable Outcome:

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

Monitoring:

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

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.)

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

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)).

Somerset Academy Preparatory Middle School Leadership Team, Comprehensive Needs Assessment Team (Title 1) and the School Advisory Council (SAC) continue to disaggregate multiple data sources to ensure resources are allocated based on needs. Title I funding will be used to support instructional personnel, supplemental curriculum (iReady, Phonics Reading Program), tutoring resources (student workbooks) and parental resources to support learning at home (instructional family nights).

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

Not applicable

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

Not applicable

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

Not applicable

Grades 3-5 Measurable Outcomes

Not applicable

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.

Not applicable

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?

Not applicable

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?

Not applicable

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
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Not applicable

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 dissemination of the School Improvement Plan (SIP), UniSIG budget, and School Wide Plan (SWP) is critical to engaging our stakeholders, which include students, families, school staff, leadership, and local businesses and organizations. All documents will be posted on the school's official website in a designated section for easy access. The documents will be available for download in multiple languages to accommodate our diverse community.

A comprehensive email will be sent to all stakeholders, including a brief overview of the SIP, UniSIG budget, and SWP, along with direct links to the full documents on the website. Parent-Teacher Meetings will be held and during those parent-teacher meetings, hard copies will be available for parents who prefer this format. We will offer translation services during these meetings to ensure all parents understand the content.

The school's newsletter will be sent to home to parents or sent via parent link with key points from the SIP, UniSIG budget, and SWP will be highlighted in the school's regular newsletter, directing readers to the full documents on the website.

Community Outreach will consist of local businesses and organizations, who will receive a letter introducing these plans and offering them the opportunity to support the school's efforts.

During staff meetings, the school staff and leadership team will receive briefings on the SIP, UniSIG budget, and SWP. They will have a chance to ask questions and provide feedback.

Our aim is to ensure all stakeholders are informed and involved in the school's improvement process. To make sure the information is accessible, all communication will be conducted in clear, simple language, and we will make every effort to provide translations to parents who need them. Regular updates on the progress of the SIP will be shared using these same channels to ensure all stakeholders stay informed about our school's progress and achievements.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school has set up initiatives to promote responsible, self-directed lifelong learners. One such initiative is the use of daily agendas/student planners. Students are encouraged to keep track of their homework and mark important dates, helping them develop organizational skills. This tool also doubles as a communication link with parents, ensuring they are kept in the loop.

In addition to this, the school will host Parent Universities. These events are designed to foster a stronger connection between families and teachers for the benefit of the students. Some of these Parent Universities will provide practical information, such as a tutorial on how to use the online gradebook system. This allows parents to monitor their child's academic progress easily and stay updated.

Another noteworthy event is the Curriculum Night. This event aims to empower parents with strategies on how to help their children understand concepts in reading and math. Teachers will explain the methodologies they use in the classrooms so parents can replicate them at home.

Additionally, the school will host a STEM night aimed at involving families and community members in the world of Science, Technology, Engineering, and Mathematics. These events provide a hands-on, interactive experience that will foster a sense of community and shared love for learning. It serves as an excellent platform for fostering community partnerships and showing the amazing projects and initiatives that the students are undertaking in these fields.

All these measures will not only boost academic performance but will also contribute to building a supportive, engaged community centered around the school. The ultimate goal is to create a collaborative and inclusive environment that benefits all stakeholders and advances the mission of the school.

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)

Somerset Preparatory Charter Middle School is dedicated to enhancing the learning gains and proficiency in reading and math for Students with Disabilities (SWD). Our strategy includes implementing a district-approved Florida standard curriculum across all core courses, including our Intensive Reading and Math classes, to bridge any existing achievement gaps.

For English Language Arts (ELA) education across grades 6 to 8, we'll employ the Into Literature Curriculum. Additionally, we'll leverage Realbooks and the Read180 curriculum to assist our Tier 2 and 3 students, honing their phonemic awareness, reading comprehension, and vocabulary skills.

In mathematics, learning will be enhanced with digital resources such as computers and laptops, alongside the use of i-Ready and Savvas curriculum. These tools will serve as both remediation and enrichment mediums. Our writing strategy comprises ongoing writing camps focused on specific skills to

refine the writing process. We utilize R.A.C.E. and Four-Square writing strategies to facilitate our students' planning process.

Staying consistent with this, students will engage with the iReady online platform weekly, spending 45 minutes on both the ELA and Math sections. The expectation is to pass each lesson quiz with a 75% or higher score. iReady Diagnostic tests will be administered thrice annually in Math and ELA to help shape each student's iReady lesson plan. The aim is to close the achievement gap across grades in Math and ELA.

The Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) will be crucial for prioritizing and enhancing the performance of economically disadvantaged students. The Collaborative Problem-Solving Team (CPS), comprising the assistant principal, literacy coach, math/science coach, interventionist, and Exceptional Student Education (ESE) specialist, will collaborate with teachers to execute the MTSS/RtI process effectively.

Intensive, targeted interventions will be provided for students identified as needing Tier II and Tier III support. Those in Tier II will receive interventions in the classroom and through a push-in/pull-out model in small groups, while Tier III students will receive one-on-one interventions.

Continuous monitoring every 4-6 weeks will assess the students' response to these interventions via student data reports, graphical comparisons, and teacher notes and feedback from interventions. Students not responding adequately to Tier III interventions may obtain ESE services and will continue receiving Tier III interventions until progress is recognized. The program execution by teachers will be assuring through classroom observations by the instructional coach and regular data chats held with students.

Monthly assessments using iReady's growth monitoring tools for Math and ELA will inform the creation of small groups, tutoring groups, and push-in/pull-out groups, securing targeted intervention for all students in the subgroup and bolstering academic achievement.

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 Preparatory Charter Middle is a Title I school. We receive federally funded programs aimed at improving academic achievement among disadvantaged students. Through Title I, students are offered a variety of instruction in classrooms, to include after school, and during the summer tutoring programs to help students meet state standards in core academic subjects. They also provide additional teaching materials which supplement regular classroom instruction. Programs are designed to target and assist students are from low-income families . In addition, programs are aimed to improve the achievement of all students, particularly the lowest-achieving ones, by assessing their needs and implementing strategies that address those needs.

We provide supplementary instruction to children who are failing or at risk of failing to meet the state's challenging academic achievement standards. This supplemental assistance can include instructional support, along with health and nutrition services.

Title I mandates that our school design and implement strategies to facilitate parental involvement. This includes providing materials and training to help parents work with their children to improve their children's academic achievement.

We use Title I funds for professional development of teachers and other school staff to improve instruction and use of data from academic assessments. This aim is to enable them to better identify the needs, and improve the achievement, of low-performing students.

Through the Title I Migrant Education Program, it supports high quality education opportunities for migratory children in our school to help reduce the disruptions and other problems resulting from repeated moves. In addition, Title I provides assistance to support the enrollment, attendance, and success in school of our homeless children and youths.

All of these programs are built around flexibility, local control, parent involvement, and accountability. They aim to provide a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

We are very fortunate to have a guidance counselor at our campus who works with students in need and are considered at-risk. Our School Resource Officer also provides our students with many educational lessons, such as, SOAR, Gun Safety and Stranger Danger, which helps students critically think and comprehend diversity within a community. Our Middle and High school students also assist our at-risk students by taking Early Childhood Education and working with our primary grades by offering instructional assistance, as well as, serving as mentors. During Career Day, we also increase awareness of potential career paths by having a variety of presenters that provide insight to future career opportunities. Somerset is also participate in the National School Lunch Program.

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))

We are very fortunate to have a guidance counselor at our campus who works with students in need and are considered at-risk. Our School Resource Officer also provides our students with many educational lessons, such as, SOAR, Gun Safety and Stranger Danger, which helps students critically think and comprehend diversity within a community. Our Middle and High school students also assist our at-risk students by taking Early Childhood Education and working with our primary grades by offering instructional assistance, as well as, serving as mentors. During Career Day, we also increase awareness of potential career paths by having a variety of presenters that provide insight to future career opportunities.

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))

The mission of Somerset Academy Preparatory Middle School is to foster a college-preparatory education based on a philosophy of respect and high expectations for all students. Our goal is to nurture students into becoming confident, self-driven, and responsible lifelong learners.

We offer opportunities to former seventh-grade students who achieved high Level 3, 4, or 5 scores on the 2023 AP FAST ELA and Math assessments to enroll in high school courses during their current eighth-grade year. They can indulge in college-prep courses such as Algebra, Geometry, Biology, and Spanish.

Furthermore, we encourage students to start their post-secondary college preparatory opportunities as early as eighth grade by participating in Doral College's Dual Enrollment program. Current eighth-grade students who earned a semester credit in a high school course during their seventh-grade year, and have maintained a 3.0 GPA, are eligible to participate. The first course taken titled College Success, help prepare students for taking college-level course work. The Dual Enrollment goal is to enable them to accrue college credits, which could result in graduating from high school with an Associate's degree.

At Somerset, we are committed to advancing learning opportunities for our 6th-8th grade students, preparing them for college and their future careers right from middle school. We take pride in facilitating various opportunities to support their involvement in the accelerated programs we offer.

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).

Somerset Academy Preparatory Middle School has in place the Collaborative Problem Solving Team (CPST) to meet, review and analyze Early Warning System data and document data trends. CPST members consist of Ms. Atheana Guillen (Principal), Ms. Erika Mincey (Assistant Principal over Middle school), Ms. Brianna Garcia (Guidance Counselor), Mr. Keith Morley (Dean of Discipline), Ms. Vanessa Diaz (ESE Specialist), Ms. Deanna Mesadieu (Middle Curriculum Coach for Math and Science), Ms. Morgan Moore (Middle Curriculum Coach for Reading and Language Arts), and SRO Saban. The CPST team meets at least once a month except for special circumstances which would require us to meet more frequently.

The school's Multi-Tiered Systems of Support is being implemented to support students who are not making adequate progress, have been retained, and/or need academic intervention services.

Tier 1: Universal Support

Universal Screening: The school regularly assesses all students to identify those who may need additional support. This assessment typically includes academic, behavioral, and social-emotional aspects.

Core Instruction: In Tier 1, all students receive high-quality, research-based instruction in the classroom. This includes differentiated instruction to meet the diverse needs of students.

Data Collection and Monitoring: Data on student performance is collected and analyzed to identify trends and areas where improvements may be needed. This data-driven approach helps educators make informed decisions.

Teacher Collaboration: Teachers collaborate to share strategies, resources, and best practices to improve instruction and meet the needs of all students.

Tier 2: Targeted Interventions

Identification: Students who are not making adequate progress in Tier 1 are identified for Tier 2 interventions. This may include students who are falling behind in specific subjects or those who exhibit mild behavioral or social-emotional challenges.

Intervention Plans: Individualized intervention plans are created for each student in Tier 2. These plans specify the additional support and strategies that will be provided to help the student catch up or address their specific needs.

Small Group Instruction: Students in Tier 2 often receive small group instruction or additional support sessions outside of regular classroom instruction. These sessions are designed to provide targeted assistance.

Progress Monitoring: Student progress is closely monitored, and adjustments are made to intervention plans as needed. This ensures that students are making meaningful progress toward their goals.

Tier 3: Intensive Support

Identification: Students who do not respond to Tier 2 interventions may be referred to Tier 3 for more intensive support. This includes students with significant academic, behavioral, or social-emotional challenges.

Individualized Support Plans: Tier 3 students receive highly individualized support plans, often involving specialized instruction, counseling, or other services. These plans are developed in collaboration with parents or guardians.

Intensive Monitoring: Progress is closely monitored, and frequent assessments are conducted to gauge the effectiveness of interventions. Adjustments are made as needed to ensure student success.

Team Collaboration: A multidisciplinary team, including educators, special education staff, counselors, and parents, collaborates to provide the highest level of support to Tier 3 students.

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))

Somerset Academy Preparatory Middle School will be offering Curriculum Professional Developments regarding the programs we have implemented at our campus. Our teachers will participate in Professional Learning Communities throughout the school year.

We will be focusing on Differentiating Instruction for Student Success, while analyzing data and developing strategies that will be demonstrated in the classroom. Our teachers will participate in Peer-to-Peer observations and Good Teaching Practices and Instructional videos. Teachers will participate in approximately 30 hours of professional learning hours and 10 hours of classroom application.

Our Professional Learning Communities (PLCs) will take place once a month during the teacher's common planning time, on the 3rd Tuesday of every month and on early release days. These PLCs will have minutes and sign-in sheets and will end with an application component, where after analyzing data, teachers will implement differentiated instruction strategies to target specific areas of weakness and monitor student progress. Teachers will conduct data chats with students and hold parent/teacher conferences to ensure all stakeholders have an understanding of the overall goal for each child by the end of the school year.

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))

Somerset Academy Central Miramar Campus encompasses three schools, including Somerset Neighborhood School (Pre-K – 5), Somerset Academy Preparatory Middle School (Grades 6-8), and Somerset Academy Miramar High School (Grades 9-12). We employ multiple strategies to facilitate preschool children's transfer from early childhood education programs to local elementary programs.

- We inform parents about readiness skills during Kindergarten Round-Up,
- We offer preschool programs and work collaboratively with kindergarten teachers on grade-level expectations,
- We arrange meetings with local preschool programs to discuss the readiness of transitioning students,
- We adopt a staggered start schedule during the initial week of school,
- We allow classroom visitations for transitioning students and their parents.

Additionally, we host New Parent Orientation sessions for 5th-grade students transitioning into 6th grade.

These sessions provide opportunities for students and their parents to visit the middle school campus, meet with teachers, and familiarize themselves with the new environment prior to the new school year's commencement. Our middle school teachers coordinate with elementary teachers to create a curriculum that bridges the gap between early childhood education, elementary school learning, and middle school understanding. These strategies aid our students in understanding the expectations at the middle school level.

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
3	III.B.	Area of Focus: -- Select below --:	\$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