Somerset Preparatory Academy Charter School At North Lauderdale School

2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Preparatory Academy Charter School 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
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.
Bailey, Dania	Instructional Coach	Provide craft information in regard to ELA/Reading, 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 regard 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.

Name	Position Title	Job Duties and Responsibilities
Nesbitt, Chimere	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 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 Chat 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 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.
• Team Meetings during their planning.
• Student Achievement Data- Significant progress and growth towards standards mastery will be demonstrated by student achievement results on IReady, STAR, 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)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	12	9	7	10	5	10	5	5	67
One or more suspensions	1	0	2	1	3	2	2	2	3	16
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	6	2	2	10
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	24	12	27	27	40	130
Level 1 on statewide Math assessment	0	0	0	0	23	13	28	17	25	106
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	23	13	28	17	25	106

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	3	5	2	3	2	15

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	4	4	0	2	3	0	0	0	13
Students retained two or more times	0	0	2	2	4	3	2	2	2	17

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	4	3	4	10	5	7	8	8	49

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	3	0	3	3	0	0	0	13
Students retained two or more times	0	2	2	2	1	0	0	0	0	7

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*	44	55	53	39	57	55	36		
ELA Learning Gains				51			38		
ELA Lowest 25th Percentile				42			30		
Math Achievement*	47	52	55	39	47	42	22		
Math Learning Gains				66			20		
Math Lowest 25th Percentile				68			21		
Science Achievement*	32	50	52	30	52	54	16		
Social Studies Achievement*	65	68	68	66	64	59	53		
Middle School Acceleration	71	72	70	87	57	51	28		
Graduation Rate		68	74		50	50			
College and Career Acceleration		54	53		66	70			
ELP Progress	42	53	55	54	75	70	23		

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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	349
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	542
Total Components for the Federal Index	10
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	20	Yes	2	2
ELL	34	Yes	1	
AMI				
ASN				
BLK	51			
HSP	45			
MUL				
PAC				
WHT	27	Yes	2	1
FRL	51			

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%
		2021-22 ESSA SUBGROUP DATA SUMMARY		
SWD	31	Yes	1	1
ELL	48			
AMI				
ASN				
BLK	54			
HSP	55			
MUL				
PAC				
WHT	40	Yes	1	
FRL	54			

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)

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
					2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS							
All Students	44			47			32	65	71			42
SWD	21			17			19	25			5	20
ELL	28			38			25	43			6	42
AMI												
ASN												
BLK	45			45			25	71	68		7	50
HSP	40			52			43	55			6	41
MUL												
PAC												
WHT	31			23							2	
FRL	44			48			32	66	69		7	44

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	39	51	42	39	66	68	30	66	87			54
SWD	18	45	29	7	43	50	10	45				
ELL	30	51	45	32	64	67	31	56				54
AMI												
ASN												
BLK	41	51	36	40	65	65	27	69	87			55
HSP	35	50	43	37	70	74	31	65	92			55
MUL												
PAC												
WHT	40			40								
FRL	39	51	41	39	67	67	28	66	88			54

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	36	38	30	22	20	21	16	53	28			23
SWD	5	21	31	3	21	23	6					
ELL	29	38	31	22	24	28	12	40	42			23
AMI												
ASN												
BLK	38	38	35	19	16	19	14	61	22			39
HSP	30	40	26	23	27	24	17	30	36			19
MUL	50			45								
PAC												
WHT	31	10		38	20							
FRL	35	37	30	22	19	23	16	53	26			25

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	56%	-14%	54%	-12%
07	2023 - Spring	36%	49%	-13%	47%	-11%
08	2023 - Spring	40%	49%	-9%	47%	-7%
04	2023 - Spring	54%	61%	-7%	58%	-4%
06	2023 - Spring	50%	50%	0%	47%	3%
03	2023 - Spring	44%	53%	-9%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	50%	54%	-4%	54%	-4%
07	2023 - Spring	40%	51%	-11%	48%	-8%
03	2023 - Spring	44%	62%	-18%	59%	-15%
04	2023 - Spring	66%	65%	1%	61%	5%
08	2023 - Spring	48%	46%	2%	55%	-7%
05	2023 - Spring	47%	58%	-11%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	28%	38%	-10%	44%	-16%
05	2023 - Spring	38%	46%	-8%	51%	-13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	48%	19%	50%	17%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	46%	44%	48%	42%

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	64%	64%	0%	66%	-2%

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.

Based on school data, the area of focus will be ELA within the ELL and SWD students' subgroups will continue to be monitored because the above subgroup showed a decline in their performance. A focus on these students will directly impact the total population. Additionally, this focus will positively affect all of our students school-wide and classroom strategies will be implemented. The Federal Percentage of Points Index identified the Students with disabilities and ELL students fell below the index point. The 2021-2022 school year was the first uninterrupted school year post the COVID-19 pandemic. Students across the country developed learning gaps, particularly students who, prior to the pandemic, received consistent instructional support while at school or had access to instructional support services when needed while in the traditional school setting. The 2022 data is comprised of students transitioning back to the traditional school setting. Even though ELL is our subgroup with the lowest performance in MA, the subgroup demonstrated growth in the area of ELA lowest 25 percent sub category and ELA learning gain catergory.

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

The area of focus that had the greatest decline was ELA within the ELL and SWD students' subgroups. These subgroups continue to be deficient performance at SPNL. A strong focus on these students will directly impact the total population. Additionally, this focus will positively affect all of our students as school-wide and classroom strategies are implemented. . This data is consistent with the data discussed in question

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.

Science showed the largest gap when compared to the state average. The state average in Science in 5th grade was 51 % compared to our 38 percent which is a -13 %. The state average for 8th grade was 44% compared to our 28% which is a -16 % difference . Some of the contributing factors were that the teachers did not strategically develop explicit and systematic delivery and monitoring of Tier 1 instruction. Another contributing factor was the lack of implementation of DI with fidelity. The data

outcome trends for the school indicate a significant decline in the Science proficiency from 2019 to 2022. The decline occurred from 2019 to 2021 and remained consistent from 2021 to 2022, this decline is contributed to the learning gaps that developed during the COVID-19 pandemic.

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

The data components with the most improvement areas were 4th grade Math and 4th grade ELA. Some of the strategies that were used were as follows: Close reading strategies, use content specific complex text to develop text dependent questions and embedding annotation skills. The contributing factors that were noted as well included , refinement of lesson plan development, deeper dive into student data, consistent implementation of ESOL strategies within all core content areas, development of instructional focus calendar specific to standards for RtI, push in intervention, incentive program for student performance and after school tutoring.

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

The area of reflection focus that we identified as potential areas of concern was the ELA component within the ELL population and ESE subgroups as they continued to be deficient throughout the school year. We also noted that many of the students that were identified had attendance issues.

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

Strategies that will need to be implemented in order to accelerate learning include increase rigor in the classroom and cross curricular instruction, increasing DOK of higher order thinking questions used to probe and check for student understanding, align lesson plan development to level 3-8 as it pertains to the lesson standard, and implement strategies to fill in gaps from missing skills with the BEST Standards.

Increase proficiency in ELA
Increase proficiency in Mathematics
Increase proficiency in Science
Increase the federal index above 41% in the Students with Disabilities and ELL subgroup

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.

Teacher retention and recruitment plays a crucial role in continuous improvement. Stability is one of the keys to long term improvement. A contributing factor to the decline of the academic achievement was the teacher attrition associated with the pandemic. Recruiting teachers and providing the necessary supports to retain the teachers will assist with the school's long terms student growth goals.

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

By August 2024, the start of next school year, Somerset Prep North Lauderdale School will have maintained at least 95% of the staff from the 23-24 school year and begin the 24-25 school year fully staffed with all instructional personnel.

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. Throughout the school year, at least once a quarter the leadership team will meet with the new staff, both formally and informally. These sessions serve as an opportunity for the school leadership team to check in with the new teachers to provide support, assistance, and resources as needed. This is also extended to your second year teachers.

Person responsible for monitoring outcome:

Sebrina Marshall (sebrinamarshall@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. Promote Teacher Engagement by supporting their professional growth and development while giving the teachers a voice and recognizing their contributions to the school.

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

Teacher retention has become a serious concern for many states, districts, and schools. These specific strategies are able to be implemented and facilitated by the school administrative team with the purpose of removing roadblocks or barriers that new teachers may have. Conducting the collaborative sessions connects the teachers to the school administrative team and supports a positive school climate.

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).

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

Based on the i-Ready AP 3 diagnostic results, our school will target Reading/ELA. According to the i-Ready AP3 Reading data, 68% of kindergarteners are on or above grade level, 46% of first graders are on or above grade level, and 51% of second graders are on or above. Our data reflects that our 1st grade students are performing below grade level expectations on PM3 and IReady. The data also shows that kinder and second grades did make adequate progress in Reading/ELA for PM3 and IReady 3 Quater. Tier 1 instruction, in both planning and delivery which resulted in an increase in proficient students. Therefore, we will continue to strategically develop explicit and systematic delivery and monitor Tier 1 instruction and implementation of DI with fidelity.

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

Based on the results from FAST, our school will target Reading/ELA. The 2023 FAST ELA data shows that 44% of third graders are proficient, 54% of fourth graders are proficient, and only 42% of fifth graders are proficient. Our data reflects these students are performing below grade-level expectations. The data also shows that students did not make adequate progress at 50% in Reading/ELA in 3rd and 5th Grade. Tier 1 instruction in both planning and delivery did not result in an increase in proficient students performing above the state and district. Therefore, we will strategically develop explicit and systematic delivery and monitor Tier 1 instruction and implementation of DI with fidelity.

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

As it relates to improving student achievement through differentiated instruction, we plan to increase the schoolwide reading proficiency score by 10%, as evidenced by the data. By incorporating differentiated instruction with fidelity within the ELA classrooms, teachers can focus on providing targeted instruction remediation for our lowest achieving students.

Grades 3-5 Measurable Outcomes

As it relates to improving student achievement through differentiated instruction, we plan to increase the schoolwide reading proficiency score by 15%, as evidenced by the data. By incorporating differentiated instruction with fidelity within the ELA classrooms, teachers can focus on providing targeted instruction remediation for our lowest achieving students.

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.

The leadership team will participate in weekly collaborative planning, following up with targeted walkthroughs
that monitor the fidelity of differentiated instruction. Explicit feedback will be provided weekly, and instructional shifts in planning will occur based on feedback. Instructional Coach will collaboratively plan with teachers, utilizing progress monitoring data to create explicit remedial instruction. The collection of observational data and explicit feedback will be used to adjust planning and instruction. Data analysis of biweekly progress monitoring assessments and the review of products will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

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

Bailey, Dania, dbailey@somersetprep.com

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?

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Differentiated
Instruction. Differentiated instruction involves providing different students with different avenues to learning
in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching
materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Differentiated instruction will be monitored by observation of developed instruction, product reviews, and progress monitoring performance.

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?

Incorporating the usage of differentiated instruction with fidelity will assist in closing learning gaps within our
lowest-achieving students. Differentiated instruction is an evidence-based strategy that has been proven to
assist in targeting and closing learning gaps. Continual feedback on delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

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
09/6/23 - 9/28/23: Teachers will administer FAST PM1 to establish students' baseline data. As a result, teachers will disaggregate and analyze data to conduct data chats and formulate differentiated instruction groups. The leadership team will participate in weekly collaborative planning, following up with targeted walkthroughs that monitor the fidelity of differentiated instruction. Explicit feedback will be provided weekly, and instructional shifts in planning will occur based on feedback. Instructional Coach will collaboratively plan with teachers, utilizing progress monitoring data to create explicit remedial instruction. The collection of observational data and explicit feedback will be used to adjust planning and instruction. Data analysis of biweekly progress monitoring assessments and the review of products will be utilized to track progress and determine the effectiveness of instructional delivery and planning.	Bailey, Dania, dbailey@somersetprep.com
09/06/2023 -09/28/2023 Administrators, instructional coaches, and teachers will analyze baseline data to put students in instructional groups based on deficiencies. As a result, instructional coaches will conduct coaching cycles to demonstrate for teachers how to effectively group students, based on data, to implement differentiated instruction.	Bailey, Dania, dbailey@somersetprep.com
09/11/2023 - Ongoing Tier 2 and Tier 3 Intervention is supported by the RTI interventionist and monitored for fidelity by the administration. As a result, teachers are targeting students' instructional needs.	Nesbitt, Chimere, cnesbitt@somersetprep.com

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 with children in grades 3-8 will attend FAST night to learn about various test taking strategies and skills that can be reviewed at home. Parents with children in grades 3-8 will attend FAST night to learn about various test taking strategies and skills that can be reviewed at home. Reading Teachers will host a night for K-8 parents, showing parents various reading strategies, which can be used at home. To ensure that every parent is treated equally, any paper that is sent home will be sent home in English, Spanish, and Creole. Also, a translator will be available for parent conferences, so that the parent is given an equal opportunity to communicate with the teacher.

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))

Somerset Prep North Lauderdale will develop appropriate roles for community-based organizations and businesses in parent involvement activities; and conduct other activities, such as parent resource centers, the school will conduct these activities to encourage and support parent participation in the education of their children; and shall provide such other reasonable support for parental involvement activities under this section as parents may request Reading Teachers will host a night for K-8 parents, showing parents various reading strategies, which can be used at home. Math Teachers will host a night for K-8 parents, showing parents various strategies, which can be used at home to assist children with math. Parents with children in grades K-2 will attend STAR night to learn about various test taking strategies and skills that can be reviewed at home. Parents with children in grades 3-8 will attend FAST night to learn about various test taking strategies and skills that can be reviewed at home.

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 FAST 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 FAST-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 across the curriculum.

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.
• 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.

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))

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.
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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. Addressing non-academic barriers, such as behavior and attendance issues, is also critical to ensuring that students can access credit recovery options.

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))

Somerset Prep provides parents/guardians of upcoming Kindergarten students the opportunity to meet teachers during orientation in August and are also informed of school policies and procedures along with literacy standards based on grade levels. Star Literacy and Star Math are administered to the students during their first month in school to identify areas of weakness and strength. Results are shared with parents promptly. Regular communication with parents is key especially during the first quarter of the school year to ensure students are transitioning properly and adapting to the new school environment. The I Ready is also used as a diagnostic and tracking tool to give a baseline for students' print/letter knowledge where phonological awareness will be determined, as well as instructions planned to utilize the resulting data.

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