

Broward County Public Schools

Somerset Neighborhood School



2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Neighborhood 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 Neighborhood Elementary 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.

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Guillen, Athena	Principal	Oversee the functionalities of Somerset Neighborhood Elementary and ensure the implementation and review of the action plans as per the School Improvement Plan.
Oharriz, Kristin	Assistant Principal	Oversee the functionalities of Somerset Neighborhood Elementary and ensure the implementation and review of the action plans as per the School Improvement Plan.
Manzur, Melissa	Instructional Coach	Mentor classroom teachers and oversee, model, and provide feedback on instructional strategies utilized in the classroom. 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 process for involving stakeholders in the School Improvement Plan (SIP) is essential. This structured methodology helps in assimilating the perspectives and expertise of everyone and therefore ensures that the SIP is comprehensive, reflective of the needs of the school community, and has broad support. This creates a sense of shared ownership and dedication to the school's progress.

The various stakeholders involved in the creation of the SIP include the school leadership team and the

School Advisory Council (SAC). The School Advisory Council is made up of teachers, school staff, parents, students, families, and business or community leaders.

First, is the planning phase. In this phase, the school leadership team sparks the process by organizing a representative committee encompassing all key stakeholders.

Once the committee has been created, a needs assessment is conducted. This assessment identifies the strengths and areas of concern that require improvement in the school. Stakeholders are given surveys/questionnaires. The leadership team also review data related to student performance, school climate, and other relevant information. This data-driven approach ensures that decisions and strategies within the SIP are based on a comprehensive understanding of the school's strengths and weaknesses.

Next, the leadership team drafts the plan based on the input and insights gathered from stakeholders. This document outlines the improvement goals, strategies, responsible parties, and a timeline for implementation.

The draft is then shared with all stakeholders for review. All stakeholders are asked to provide their feedback, opinions, or concerns during feedback sessions or community meetings. These sessions are held to ensure that stakeholder perspectives have been accurately reflected and that the plan aligns with the school's needs and priorities. After incorporating feedback and making necessary revisions, the school leadership team finalizes the plan.

The SIP is now ready for implementation. Stakeholders are encouraged to remain engaged throughout the implementation process and to monitor progress toward the established goals. Regular feedback from stakeholders and the analysis of progress data help in making adjustments, refining strategies, and ensuring that the plan remains relevant and effective.

This process of involving stakeholders in the development and monitoring of the School Improvement Plan is a comprehensive and thorough methodology. Through this process, the creation of the SIP all stakeholders can ensure the plan is data-driven, representative of the school community's needs, and has the support and involvement of all relevant parties.

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 Neighborhood Elementary we make it a priority to consistently analyze student performance data on a bi-weekly basis. The first step in monitoring the SIP's effectiveness is to regularly collect and analyze data related to student performance and progress towards the established goals. This includes academic assessments, attendance records, behavior data, and other relevant indicators. Data should be disaggregated to identify the specific needs of students with the greatest achievement gaps.

The school uses an array of strategies to bolster academic growth. These include differentiated instruction, small group instruction, push-in/pull-out instructional models, and technology-rich classrooms. For Reading, Math, and Science, technology-based software programs like i-Ready (Reading and Mathematics) and Penda Learning (Science) are used. In Mathematics, the focus is on computation through computers and laptops and Savvas digital resources for reinforcement and enrichment.

As part of the monitoring process, Somerset Neighborhood Elementary will identify both the challenges and successes in implementing the SIP. It is essential to recognize what is working well and where adjustments are needed. If a strategy or intervention is not working as well as expected, the school is

prepared to revise the plan. This might involve adopting new techniques, adjusting current strategies, or even discarding methods that are not yielding the desired results. The revised plan goes through the same monitoring and evaluation process as the initial plan. This creates a continuous feedback loop, allowing the school to assess the impact of the revisions and make further adjustments as needed.

It's crucial to ensure that any plan revisions are implemented with fidelity. Professional development and training may be necessary to support teachers and staff in effectively implementing new strategies.

In summary, the regular monitoring of the SIP's implementation and its impact on student achievement, especially for students with achievement gaps, is a dynamic and data-driven process. By actively engaging in data analysis, and being willing to make necessary revisions, the school ensures that the plan remains adaptable and effective in addressing the evolving needs of its students. This commitment to continuous improvement is essential in meeting the State's academic standards and reducing achievement gaps.

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)	Elementary School KG-5
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	76%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	12	12	10	8	8	8	0	0	0	58
One or more suspensions	0	1	0	0	1	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	3	17	8	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	1	9	11	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	1	0	0	4	0	0	0	0	5

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	2	8	7	4	2	3	0	0	0	26
Students retained two or more times	0	0	1	0	0	0	0	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
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	
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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	61	56	53	71	58	56	62		
ELA Learning Gains				66			54		
ELA Lowest 25th Percentile				58			32		
Math Achievement*	67	62	59	67	54	50	41		
Math Learning Gains				75			22		
Math Lowest 25th Percentile				68			12		
Science Achievement*	35	48	54	50	59	59	36		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	88	59	59						

* 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	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	313
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	65

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	7
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	1
ELL	48			
AMI				
ASN				
BLK	57			
HSP	60			
MUL				
PAC				
WHT				
FRL	64			

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	40	Yes	2	
ELL	48			
AMI				
ASN				
BLK	66			
HSP	56			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	64			

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	61			67			35					88
SWD	23			30			7				4	
ELL	38			42			23				4	88
AMI												
ASN												
BLK	62			68			37				4	
HSP	55			58			27				5	92
MUL												
PAC												
WHT												
FRL	60			63			30				5	100

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	71	66	58	67	75	68	50					
SWD	35	41	33	26	55	50						
ELL	48	47		38	59							
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	72	67	67	68	73	68	49					
HSP	63	55	36	41	73	69						
MUL												
PAC												
WHT												
FRL	69	63	62	64	72	73	48					

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	62	54	32	41	22	12	36					
SWD	23			17								
ELL	55	46		30	25		31					
AMI												
ASN												
BLK	62	52	33	41	22	13	32					
HSP	60	62		40	23		62					
MUL												
PAC												
WHT												
FRL	58	51	27	38	23	19	38					

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	56%	3%	54%	5%
04	2023 - Spring	75%	61%	14%	58%	17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	63%	53%	10%	50%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	84%	62%	22%	59%	25%
04	2023 - Spring	71%	65%	6%	61%	10%
05	2023 - Spring	52%	58%	-6%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	46%	-11%	51%	-16%

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 component that showed the lowest performance for the 2022-2023 school year was Science proficiency. Thirty-five percent of Somerset Neighborhood Elementary's fifth-grade students achieved a level 3 or higher on the 2022-2023 Florida Statewide Science Assessment.

Some contributing factors include the disruption of instruction caused by the COVID-19 pandemic. Due to the closure of schools and the implementation of remote/hybrid learning models, students experienced significant learning loss, which placed a heavy emphasis on Reading and Mathematics instruction when students returned to a traditional brick-and-mortar setting. This focus on other subject areas caused Science instruction to be limited in the amount of time spent on hands-on experiences and interactive learning.

Another contributing factor includes a shortage of qualified science teachers, which impacted the quality of science education. Current teachers were not provided with sufficient opportunities to engage in professional development and stay updated on best practices in science education, hindering their ability to effectively teach science concepts.

One trend that has been identified is a general lack of student engagement in science instruction and activities. When students do not find science interesting or relevant to their lives, they did not invest the necessary effort in learning, which led to a decline in proficiency.

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

The significant decline in science proficiency, from 50% in the 2021-2022 school year to 35% in the 2022-2023 school year, can be attributed to several contributing factors. The following factors have collectively led to this notable decrease in science proficiency.

The first contributing factor is learning loss. The pandemic-induced disruptions, coupled with remote learning challenges, resulted in widespread learning loss across all subjects, including science. Many students fell behind in their studies due to the irregularity of their learning experiences during the pandemic. With the aim of addressing learning loss, there was a greater emphasis on core subjects like reading and mathematics. Science education was deprioritized to allocate more time and resources to those areas.

Another contributing factor is the shortage of qualified science teachers, which affected the quality of science education. Somerset Neighborhood Elementary struggled to find and retain skilled science educators, leading to less effective instruction and a decline in proficiency. Coupled with the shortage of highly qualified teachers, current teachers had insufficient opportunities to engage in professional development and stay updated on best practices in science education, which hindered their ability to effectively teach science concepts.

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.

There was a notable gap in science proficiency between Somerset Neighborhood Elementary's fifth-grade students, who achieved a proficiency rate of 35%, and the state's average proficiency of 51%. Several contributing factors likely explain this difference, including possible variations in the curriculum, teaching methods, and teacher quality.

Somerset Neighborhood Elementary faced significant challenges in recruiting and retaining highly qualified teachers with experience and expertise in teaching science. This shortage of experienced educators led to less effective instruction and lower proficiency rates. Current teachers also had limited opportunities for professional development in best practices for science education, hindering their ability to effectively teach science standards and provide hands-on and interactive science instruction.

Another potential factor contributing to this gap is differences in Somerset Neighborhood Elementary's science curriculum compared to the curriculum used by other schools across the state. These curriculum disparities, combined with varying teaching methods, further contribute to the difference between Somerset Neighborhood Elementary's proficiency rate (35%) and the state's overall proficiency rate (51%).

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

Somerset Neighborhood Elementary showed the greatest improvement in the overall Mathematics proficiency of its third through fifth-grade students. In third grade, 84% of students achieved a Level 3 or higher. In fourth grade, 71% of students achieved a level 3 or higher. In the final group, fifth grade, 52% of students achieved a Level 3 or higher. The improvement in overall proficiency, from 67% in the 2021-2022 school year to 69% in the 2022-2023 school year, can be attributed to a combination of actions that were put into place to support and enhance students' math learning. These actions included after-school tutoring, strategic and explicit math intervention, and a push-in/pull-out instructional support model.

After-school tutoring programs had a significant impact on student performance in mathematics. These

programs offered additional instruction and support to students who demonstrated a significant deficiency in mathematics (performing one to two grade levels below). During these after-school tutoring sessions, qualified teachers provided small group help to clarify and/or reteach concepts and provide extra practice.

Somerset Neighborhood Elementary's math intervention program was designed to identify students who were falling behind in math and provide targeted support to help them catch up. This program used diagnostic assessments to pinpoint areas of weakness. Qualified teachers then provided explicit and strategic instruction to address those specific areas.

The push-in/pull-out model was an inclusive approach that brought additional support directly into the classroom. For math, this involved having a resource teacher/interventionist work alongside the classroom teacher to provide targeted instruction to students who had demonstrated a deficiency in mathematics. Alternatively, some students were temporarily pulled out of their regular classes for intensive math instruction, ensuring they received extra help without falling behind in other subjects.

These actions collectively contributed to the improvement in math proficiency. They provided personalized and targeted support to students who may have struggled with math concepts, enabling them to receive the attention and resources they needed to succeed. Additionally, by offering these interventions and support during the school day or after school, students had more opportunities to engage with math, practice, and master the subject, leading to improved proficiency rates.

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

According to the EWS data, student absenteeism is a matter of significant concern. Chronic absenteeism is strongly associated with diminished academic performance. When students are not consistently present in the classroom, they forego invaluable instruction, practice, and opportunities for interaction with their educators and peers. This can lead to deficiencies in their learning, resulting in lower test scores and academic grades.

Frequent absences impede a student's capacity to fully engage with the curriculum. They miss critical lessons, class discussions, hands-on activities, and opportunities to seek clarification or ask questions. These missed learning opportunities can have enduring effects on their knowledge and skills. Regular school attendance is imperative for fostering social and emotional development. Students who are frequently absent may encounter challenges in establishing peer relationships and forming positive connections with their instructors. This may lead to feelings of isolation, decreased self-esteem, and compromised emotional well-being.

Furthermore, chronic absenteeism disproportionately affects students hailing from disadvantaged backgrounds. Factors such as limited access to transportation, health issues, and family circumstances can contribute to absenteeism. This compounds educational disparities and exacerbates the complexities of narrowing achievement gaps.

Chronic absenteeism also poses substantial challenges for educators. Teachers are tasked with the additional responsibility of helping absent students catch up on missed content and adjusting their pedagogical approaches to accommodate the fluctuating attendance patterns. This can be an arduous and time-consuming endeavor, which, in turn, affects the overall dynamics within the classroom.

In order to address chronic absenteeism and its impact on student success, educational institutions and communities must collaboratively identify the underlying causes of absenteeism and implement strategies to bolster regular school attendance. These strategies may encompass early intervention, the provision of social and emotional support, the mitigation of health-related impediments, and the cultivation of a positive and engaging school environment to foster consistent attendance. The reduction

of chronic absenteeism is indispensable in ensuring that all students have the opportunity to reach their full potential and attain academic success.

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

We have identified four areas of concern that take priority in our school improvement agenda. These areas include explicit and strategic instruction in science, comprehensive support for students with disabilities, teacher recruitment and retention, and student absenteeism.

Enhancing science education entails the implementation of explicit and strategic science instruction methodologies. Our teachers are dedicated to clearly articulating and delivering science content, establishing explicit learning objectives, and employing research-based teaching strategies. This approach not only deepens students' understanding of scientific concepts but also fosters critical thinking and problem-solving skills. Furthermore, we have introduced a technology-rich online program, designed to complement in-class instruction. This digital platform utilizes a game-based approach to reward students upon mastery of specific standards, thereby stimulating their active engagement and enthusiasm for science, ultimately enhancing proficiency and readiness for advanced scientific pursuits.

Ensuring the success and effective instruction of students with disabilities remains a cornerstone of our commitment to equitable education. We provide comprehensive inclusive education that caters to the diverse learning needs of all students. This encompasses the implementation of Individualized Education Plans, the provision of suitable accommodations, and the delivery of specialized instruction and support services to empower students with disabilities to attain their academic and personal potential. We are also committed to enhancing the capacity of our educators through professional development opportunities that deepen their understanding and proficiency in employing best practices for instructing students with disabilities.

At Somerset Neighborhood Elementary, the recruitment and retention of highly qualified and dedicated educators are pivotal to our school improvement goals. We are actively engaged in strategic efforts to attract and retain a team of experienced and devoted teachers. Our recruitment strategies prioritize teachers with subject expertise, strong pedagogical skills, and an unwavering commitment to the success of our students. We also emphasize ongoing professional development and the creation of a supportive working environment, which are vital for retaining our educators. A stable and experienced teaching staff plays an instrumental role in positively influencing student outcomes and overall school performance.

Chronic absenteeism is a challenge we are decisively addressing. We have implemented a range of strategies to mitigate absenteeism, including early intervention measures, the provision of social and emotional support, the resolution of health-related barriers, and the cultivation of a positive and engaging school culture that encourages regular attendance. Our school also offers a diverse array of extracurricular activities tailored to students' varying interests, providing a platform for them to explore their passions, hone skills, and cultivate positive relationships. Recognizing and celebrating academic excellence is an integral part of our culture.

Each of these components assumes a vital role in enhancing school performance and elevating student outcomes. Providing explicit and strategic science instruction, ensuring robust support for students with disabilities, enacting comprehensive strategies for teacher recruitment and retention, and diligently addressing the challenge of absenteeism, we collectively contribute to creating an educational environment that optimally fosters academic achievement and growth.

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 Neighborhood Elementary School's Area of Focus is to support Students with Disabilities (SWD) to increase the overall proficiency in Reading and Mathematics. According to results from the 2021-2022 FSA, the subgroup of Students with Disabilities performed the lowest in English Language Arts, in which only 35% of students achieved a Level 3 or higher and only 41% of students achieved learning gains. In Mathematics, only 26% of Students with Disabilities earned a Level 3 or higher and 55% of students achieved learning gains.

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 of Students with Disabilities will improve by 8%, given intervention through the MTSS/RtI program and exceptional education services.

By the end of the 2023-2024 school year, Mathematics scores of Students with Disabilities will improve by 8%, give intervention throught the MTSS/RtI program and exceptional education services.

Monitoring:

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

Data collection from interventions and direct services provided by an ESE teacher, teacher, and interventionist. The leadership team will meet quarterly to discuss data and monitor the effectiveness of the interventions.

Person responsible for monitoring outcome:

Kristin Oharriz (kroharriz@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.)

To improve reading and math proficiency for students with disabilities, we should employ evidence-based strategies tailored to individual needs. For reading, focus on personalized IEPs, phonics instruction, structured literacy, multisensory learning, one-on-one or small group instruction, and assistive technology. Teach reading comprehension strategies and involve families in the learning process.

In math, teachers will be using the Concrete-Representational-Abstract (CRA) approach, which starts with hands-on manipulatives (concrete), then moves to pictorial representations (representational), and finally to abstract symbols to teach math concepts. Teachers will also use visual supports, technology, explicit instruction, and math fact fluency practice. Differentiate instruction, teach problem-solving strategies, promote peer tutoring, and ensure students understand math vocabulary. Continuously assess and provide feedback.

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 student learning and achievement. The reasons included improved learning outcomes, equity and fairness, accountability and data-driven decision making.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 school year, Somerset Neighborhood Elementary retained 75% of its teachers. Teacher retention is vital, as experienced educators bring stability and expertise to the school which is directly related to student success.

When experienced educators stay, they contribute to a positive and supportive school environment. They can mentor new teachers, participate in leadership roles, and help create a sense of community among staff. Additionally, research has shown that teacher experience and expertise positively impact student achievement. Experienced teachers tend to have a better grasp of effective teaching strategies and can tailor their instruction to meet the diverse needs of their students.

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, Somerset Neighborhood Elementary, at least 80% of current instructional staff will commit to return for the 2024-2025 school year.

Monitoring:

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

Throughout the course of the 2023-2024 school year, teachers will participate in the mentorship program and/or a new teacher support program which will be monitored on a monthly basis. Additionally, teachers will complete a climate and culture survey in December 2023 and then again in June 2024.

Person responsible for monitoring outcome:

Kristin Oharriz (kroharriz@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.)

Teacher Mentoring Program and New Educator Support System (NESS) program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A mentorship program for teachers is an evidence-based intervention that can have significant positive impacts on the professional development and overall effectiveness of educators. Research consistently shows that mentorship programs enhance teaching quality. Experienced teachers serving as mentors can provide guidance, share effective teaching strategies, and offer constructive feedback to their mentees. This support helps novice teachers improve their instructional skills, classroom management, and pedagogical techniques.

High teacher turnover is a costly issue for schools. Mentorship programs play a crucial role in retaining new teachers by helping them navigate the challenges of their early years in the profession. Studies have demonstrated that teachers who participate in mentorship programs are more likely to stay in the profession and remain at their current school, reducing the financial and educational costs associated with high turnover.

Effective mentoring has been linked to improved student achievement. When teachers receive guidance and support from experienced mentors, they can better meet the diverse needs of their students. As a result, student outcomes tend to improve, creating a positive impact on overall school performance.

Mentorship programs encourage ongoing professional growth and development. Mentees gain access to a wealth of knowledge and experience from their mentors. This not only helps them become better teachers but also motivates them to engage in lifelong learning and continuous improvement.

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).

Upon reviewing the results of the 2022-2023 PM3 FAST Assessment, the leadership team, consisting of the Principal, Assistant Principal, Curriculum Coach, and grade level teacher leaders, convened to discuss identified areas of proficiency and potential areas for improvement. Following a thorough analysis of the data and comprehensive discussions, the team reached a consensus to implement a tutoring program aimed at providing supplementary support in Reading and Mathematics. To facilitate this initiative, designated funds have been allocated for the acquisition of curriculum and resources from Curriculum Associates, ensuring a well-rounded and targeted approach to the tutoring program.

Furthermore, the team identified an area of concern in Science proficiency. The decision was made to purchase an online digital program, Penda Learning, designed for students in 3rd through 5th grade. Penda Learning offers an interactive and gamified approach to science instruction, allowing students to engage in self-paced online lessons and assessments. The program also empowers teachers to assign tailored lessons for reteaching, review, and preview purposes, while facilitating the tracking of student progress through mini lessons for data tracking. This additional resource not only supports science instruction but also equips teachers with valuable data for conducting data chats, addressing areas of weakness, and monitoring student progress.

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) 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, www.somersetcentral.org, 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 and SWP, along with direct links to the full documents on the website. Parent-Teacher Meetings will be held and during 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 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 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))

Somerset Neighborhood Elementary 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.

Additionally, the school will host a STEM/Math & Science 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 Neighborhood Elementary 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 courses.

For Reading/English Language Arts (ELA) education, across grades Kindergarten to 5th grade, we have and will continue to implement the Benchmark Advanced Curriculum. Additionally, we'll leverage Leveled Literacy Instruction and the Reading Horizons 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, Reveal (K-2), and Savvas curriculum. These tools will serve as both remediation and enrichment mediums.

Staying consistent with this, students will engage with the iReady online platform, completing their personalized instructional pathway on a weekly basis, spending 45 minutes on each subject area of Reading/ELA and Math. The expectation is to pass each lesson quiz with a 75% or higher score. iReady Diagnostic tests will be administered three times throughout the school in both subject areas. The results from each diagnostic assessment create the individualized learning path to students. 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, we 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.

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 Neighborhood Elementary School is a Title I school. We receive federal funds for programs aimed at improving academic achievement among disadvantaged students. Through Title I, students are offered a variety of instruction in classrooms, as well as 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.