

Broward County Public Schools

Somerset Academy Village Charter Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Academy Village Charter Middle School

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SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Somerset Academy Village at Wilton Manors is dedicated to the development of the whole child, providing a solid foundation that stimulates creative thinking, wonder, and a lifelong passion for learning. We believe that each child comes with a unique learning style. Therefore, the academic design for each student at Somerset Academy is based on his/her own unique style.

Provide the school's vision statement.

Here at Somerset Academy Village, our vision is to ensure that all students are provided with the necessary tools to rise above and beyond. With the continued dedication of teachers, efforts of students, cooperation of parents, and the support of the community, everyone will succeed!

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
Marucci, Anthony	Principal	Facilitation of the school.
Boiteux, Patricia	Assistant Principal	Facilitation of the school

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 stakeholders are very active in our school's decision making process. Our open door policy, Parent Universities, and active community allows us a variety of resources to assist in the growth of our students.

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))

Throughout the school year, our admin team and team leaders will continue to monitor data of all students to ensure they continue to make strides towards Florida's academic standards. For our student with disabilities, not only will we monitor their individual data but we will work closely with the ESE

Department to ensure each student has a unique plan for success which is monitored closely for not only success, but also any gaps which arent being closed.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	92%
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: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	7	12	8	27	
One or more suspensions	0	0	0	0	0	0	0	0	3	3	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	1	1	
Course failure in Math	0	0	0	0	0	0	0	0	1	1	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	7	17	11	35	
Level 1 on statewide Math assessment	0	0	0	0	0	0	6	11	4	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	0	0	0	0	0	9	7	6	22

Using the table above, complete the table below with the number of students identified retained:

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

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	53	49	58	54	50	52		
ELA Learning Gains				59			56		
ELA Lowest 25th Percentile				47			31		
Math Achievement*	56	56	56	58	41	36	45		
Math Learning Gains				74			33		
Math Lowest 25th Percentile				59			29		
Science Achievement*	30	50	49	30	52	53	17		
Social Studies Achievement*	72	67	68	68	63	58	56		
Middle School Acceleration	59	70	73	69	51	49	45		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	39	42	40		74	76	50		

* 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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	311
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58

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	522
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	2	1
ELL	45			
AMI				
ASN				
BLK	55			
HSP	53			
MUL				
PAC				
WHT				
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	62			
AMI				
ASN				
BLK	58			
HSP	60			

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	57			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			56			30	72	59			39
SWD	30			30							2	
ELL	41			43				55			4	39
AMI												
ASN												
BLK	51			55			26	66	77		5	
HSP	61			59			35	83	38		6	40
MUL												
PAC												
WHT												
FRL	56			55			31	73	58		6	43

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	58	59	47	58	74	59	30	68	69			
SWD	24	33	33	38	62							
ELL	49	58	57	63	78			67				
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	58	61	40	58	74	53	30	64	85			
HSP	56	58	60	63	76	69	24	73				
MUL												
PAC												
WHT												
FRL	56	59	47	56	73	59	30	65	67			

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	52	56	31	45	33	29	17	56	45			50
SWD	10	24	17	19	39	40						
ELL	38	49	43	40	32	27	14	43				50
AMI												
ASN												
BLK	49	58	32	40	32	33	13	56	33			
HSP	53	51		49	33		26	47				
MUL												
PAC												
WHT												
FRL	51	55	32	43	30	23	18	56	50			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	62%	49%	13%	47%	15%
08	2023 - Spring	54%	49%	5%	47%	7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	39%	50%	-11%	47%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	56%	54%	2%	54%	2%
07	2023 - Spring	75%	51%	24%	48%	27%
08	2023 - Spring	58%	46%	12%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	38%	-9%	44%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	48%	15%	50%	13%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	64%	6%	66%	4%

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.

According to our school data, the area of focus will be our SWD subgroup in ELA since it demonstrated the lowest performance. With a further review of our data, the school should have made some additional adjustments to our instructional approach with the students who were not showing adequate improvement. Additional remediation and extended tutoring should have been offered. A focus on these students will directly impact the total population. In addition, this focus will have an impact on other

students who don't fall into this category due to the additional classroom strategies which will be implemented school-wide.

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

The data component which demonstrated the greatest decline was the lowest 25th percentile in ELA. There was a 21% drop from 68% to 47%. There was no overall trend as to a specific area of concern/decrease. The SWD population makes up a larger percent of our lowest 25th percentile subgroup. Remediation in the classroom, not just with their ESE teacher, wasn't at a necessary level to provide these students what they need to show improvement. Currently, there are 47 students within the lowest 25th. Out of those 47, 16 are SWD. By grade, there are 17 students in the lowest 25th, 29% are SWD. in 7th grade, 40% of the lowest 25th is SWD while in 8th grade, 29% of the lowest 25th are SWD

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.

When comparing to the state average, our school outperformed the state in each category but two. The largest being Science where there was a difference of 19% between our school and the state average. As far as any factors, explicit and systematic instruction and delivery as well as the differentiation of instruction as needed.

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

The component which demonstrated the most improvement was learning gain in Math which demonstrated an increase of 10% from 64% to 74%. Our school provided additional tutoring on Saturdays for 3 hours for all middle school math students. In addition, students who were identified as being at risk or below level were offered remediation lab in the morning facilitated by a certified math teacher three times a week. Finally, additional push-in to the classroom to work with small groups of student was instituted 5 times a week in all sixth, seventh, and eighth grade classes.

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

1. SWD ELA Learning Gains
2. ELA Learning Gains school-wide
2. ELA Learning Gains for the lowest 25th percentile

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

- 1 SWD ELA Learning Gains.
2. ELA Learning Gains
3. ELA Learning Gains for the lowest 25th percentile
4. Science

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.

Students With Disabilities demonstrated a success rate of 38%, which is substantially lower than our general education students. By being below the 41% threshold, this area of focus was identified. We will continue to progress monitor and desegregate data throughout the year to ensure the targeted students are making adequate gains towards our goal.

Measurable Outcome:

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

SWD students within the lowest 25th percentile will increase at least 5%. By doing so, this will increase our overall proficiency to at least 43%. Differentiated instruction will be guided by the data obtained from both the progress monitoring assessments and i-Ready.

Monitoring:

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

This area will be monitored with data, not just progress monitoring but through bi-weekly school-wide data collected regularly. Data chats will be held with teachers and individual students so we can all collectively work together. Additional remediation within the classroom will transpire and extended tutoring sessions will be offered on Saturdays.

Person responsible for monitoring outcome:

Anthony Marucci (charter5002@browardschools.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.)

The evidence-based intervention being implemented is the remediation components within our reading curriculum, Benchmark Advanced.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

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

Tier 2 - Moderate 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.

Our school community has really grown and become a tight knit group. However, we can continue this growth to enhance our positive culture and environment for all our stakeholders. With new staff and student families each year, we want to ensure we can able to provide a welcoming and enjoyable place for all work, learn, succeed, and grow.

Measurable Outcome:

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

Our measurable outcome is to have less than 10% teacher/staff turnover for the upcoming school year. In addition to staff retention, we will be utilizing staff surveys to ensure the school is doing all it can to provide and maintain a positive culture and environment.

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. Staff surveys, conversations, and team meetings will all provide information/guidance for us to know we are on the correct path.

Person responsible for monitoring outcome:

Anthony Marucci (charter5002@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Throughout the last few years, the school has work hard to establish and maintain a Positive Culture and Environment. We will continue to use the strategies discussed to learn and adapt to our ever-changing building.

Tier of Evidence-based Intervention

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

According to the Safe and Supportive Schools Model, which was developed by a national panel of researchers and other experts, positive school climate involves:

* Engagement. Strong relationships between students, teachers, families, and schools and strong connections between schools and the broader community.

* Safety. Schools and school-related activities where students are safe from violence, bullying, harassment, and controlled-substance use.

* Environment. Appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy

Somerset Academy Village will participate in leadership programs centered around fostering culture within a school.

To ensure school funding is allocated adequately to ensure resources are being used on the biggest needs, our leadership team will use our data to highlight the areas of concern and areas in need of improvement.

When needed, additional material like Progress Learning, IXL, and Imagine Math will be purchased to provide additional support to students.

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

Somerset Village Academy will target Reading/ELA. According to the i-Ready AP3 Reading data, 73% of kindergarteners are on or above grade level, 52% of first graders are on or above grade level, and 40% of second graders are on or above. Our data reflects that our 1st and 2nd grade students are performing below grade level expectations on i-Ready. The data also shows that kinder are demonstrating adequate progress in Reading. Therefore, we will continue to strategically develop explicit and systematic delivery and monitor Tier 1 instruction and implementation of differentiated instruction with fidelity.

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

According to FAST PM3, Somerset Village will target Reading/ELA. The 2023 FAST ELA data shows that 46% of third graders, 56% of fourth graders, and 56% of fifth graders are proficient. This data shows students are performing below grade-level expectations in third grade. The data also shows that students did not make adequate progress at 50% in Reading/ELA in 3rd grade. Therefore, we will strategically develop explicit and systematic delivery and monitor Tier 1 instruction and implementation of differentiated instruction 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

In regards to improving student achievement through differentiated instruction, we plan to increase the schoolwide reading proficiency in grades K-2 by at least 8%, as evidenced by the EOY 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

In regards to improving student achievement through differentiated instruction, we plan to increase the schoolwide reading proficiency in grades 3-5 by at least 5%, as evidenced by the EOY 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.

Our school leadership team will participate in bi-weekly collaborative planning classroom walkthroughs to monitor for differentiated instruction. Explicit feedback will be provided to teachers. As needed, our Curriculum Coach will work collaboratively with teachers, utilizing progress monitoring data to create explicit remediation and differentiated instruction. Data analysis of bi-weekly 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.

Marucci, Anthony, charter5002@browardschools.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?

Somerset Village will focus on differentiated instruction as our evidence-based strategy. This will providing students with various learning methods and abilities opportunity regardless of their abilities. 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?

The issue of learning gaps between students at our school is evident. Through the use of differentiated instruction, we look to close these gaps for our low-level learners.

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**

At the onset of the school year, all students will be assessed using FAST PM1 and i-Ready AP1 to obtain baseline data. Data chats with teachers will transpired to disaggregate the data and formulate differentiated instructional groups and pull-outs. Classroom walkthroughs will be done and feedback provided to teachers on areas of strengths and concerns. When necessary, our Curriculum Coach will plan with the teachers and model/co-teach if necessary. Data analysis of biweekly progress monitoring assessments and the review of products will be utilized to track progress and determine the effectiveness of planning and instructional delivery

Marucci, Anthony,
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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 6-8 will attend FAST night to learn about various test taking strategies and skills that can be reviewed at home. Parents with children in grades 6-8 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 parents showing them 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, parent conference nights, and other school events so that the parent is given an equal opportunity to communicate with the teacher. Once our SIP is finalized, it will be shared at an upcoming SAC meeting open to all parents and stakeholders. For those who are unable to attend, they will have access to it on our school's webpage.

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 Academy Village will develop appropriate roles for community-based organizations and businesses in student events and parent involvement activities. Reading and Math teachers will host a night for 6-8 parents showing parents various reading strategies which can be used at home in both subject areas. Parents with children in grades 6-8 will attend FAST night to learn about various test taking strategies and skills that can be reviewed at home. Our school's family pantry is funded and facilitated by a local organization. They continually provide our families with a stocked pantry throughout the year along with additional meals around the holidays.

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 school's leadership team and teachers will focus its meetings on questions pertaining to the implementation of instruction and intervention strategies. The team meets bi-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 SWD classes. In addition, FAST morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students during the week and on Saturdays. We will continue to ensure that differentiation of instruction is evident within the teacher's lesson plans as well as in their instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Somerset Village provides our staff with a system to refer any student to the guidance counselor or social worker. In addition to this system, students have the opportunity to request to meet with the counselor or social worker. Through Venture Design, we are able to obtain a social work to work with our students and families in need.

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 Village Academy provides counseling along with high school preparation. We provide families with the High School Parent Night at which we invited surrounding high schools to come present the various programs their schools have to offer to help families make an informed decision. We also have assistance for students and families to complete the school choice documentation to assist with getting in to a high school best suited for the student.

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).

Our first step was to develop a team of staff members interested in being part of the team with a goal of being as diverse as possible. The team works together to define behavior expectations in all areas of our school. Through direct instruction and assemblies, students are taught the expectations. Positive reinforcement such as verbal praise, rewards, and tickets for a prize cart are used. Parents are made

aware of the program during our various parent universities. This program allows us to address barriers which aren't academic but still impact a students success.

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 provides professional development opportunities for teachers to enable all children in the school to meet state academic content standards, or make strides to demonstrate growth. These professional developments are based on specific needs in target areas for the different core subject areas of Reading, Mathematics, and classroom management. Meetings will occur throughout the school year to ensure higher success rates in student achievement and remediation of gaps we have identified . Each teacher begins the year creating their own growth plan for the year which is later approved by administration.

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 Village allows incoming kindergarten students and families the opportunity to meet their teachers before the school year begins. We test/screen each child coming into Kindergarten to obtain an idea where the child is academically which allows us a better opportunity to place the child in the correct class and plan for how to begin the school year. Star Literacy and Star Math are administered to the students during their first month in school to identify areas of weakness and strength with results being shared with parents in a timely fashion. Regular communication with parents is extremely important. i-Ready baseline dates is also shared with parents at a parent conference night to discuss areas of success and concerns.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

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

Budget Approval

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

No