

Broward County Public Schools

Somerset Academy Charter High School Miramar



2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Academy Charter High School Miramar Campus

9300 PEMBROKE RD, MIRAMAR, FL 33025

somersetcentral.org

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Guillen, Athena	Principal	
Mincey, Erika	Assistant Principal	The Assistant Principal (AP) works collaboratively with the school principal to lead and nurture all members of the school faculty and support the curricular and operational needs of the school. The AP has a proven success record in student performance, parental satisfaction, curriculum innovation, community partnership, and budgeting.
Moore, Morgan	Reading Coach	Mentor classroom teachers and oversee, model and provide feedback to instructional strategies utilized in the classroom and oversee the execution of the plan of action as part of the School Improvement Plan.
Mesadieu, Deanna	Math Coach	Mentor classroom teachers and oversee, model and provide feedback to instructional strategies utilized in the classroom and oversee the execution of the plan of action as part of the School Improvement Plan.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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

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

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

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

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

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

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

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

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

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

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

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	53%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* 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: I 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	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 ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide 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

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56	50	50	64	52	51	58		
ELA Learning Gains				64			59		
ELA Lowest 25th Percentile				64			39		
Math Achievement*	34	36	38	36	41	38	28		
Math Learning Gains				51			26		
Math Lowest 25th Percentile				52			24		
Science Achievement*	75	60	64	56	35	40	45		
Social Studies Achievement*	76	66	66	54	51	48	67		
Middle School Acceleration					50	44			
Graduation Rate	98	90	89	100	54	61	100		
College and Career Acceleration	51	61	65	52	66	67	45		
ELP Progress		50	45						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	98

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	593
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	4	3
ELL	28	Yes	1	1
AMI				
ASN				
BLK	65			
HSP	59			
MUL				
PAC				
WHT				
FRL	63			

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	22	Yes	3	2
ELL				
AMI				
ASN				
BLK	59			
HSP	60			
MUL				
PAC				
WHT				
FRL	58			

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	56			34			75	76		98	51	
SWD	28			11							2	
ELL	45			10							2	
AMI												
ASN												
BLK	56			34			76	76		51	6	
HSP	58			39			65	73			4	
MUL												
PAC												
WHT												
FRL	52			31			71	77		50	6	

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	64	64	64	36	51	52	56	54		100	52	
SWD	23	45		0	18							
ELL												
AMI												
ASN												
BLK	61	64	68	38	53	47	53	52		100	50	
HSP	70	63		28	44					100	53	
MUL												
PAC												
WHT												
FRL	60	62	63	30	45	52	52	57		100	55	

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	58	59	39	28	26	24	45	67		100	45	
SWD	0	36	36	0	8							
ELL												
AMI												
ASN												
BLK	53	55	34	30	29	29	43	68		100	44	
HSP	76	71		17	9					100	53	
MUL												
PAC												
WHT												
FRL	54	56	40	24	27	23	34	55		100	52	

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
10	2023 - Spring	58%	49%	9%	50%	8%
09	2023 - Spring	53%	49%	4%	48%	5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	48%	-11%	50%	-13%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	46%	-14%	48%	-16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	63%	7%	63%	7%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	62%	11%	63%	10%

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 English Language Arts AP3 data identified 9th grade as the lowest performing group, with a proficiency of 53% in comparison to 10th grade at 58%

During 2022-2023 school year, 29 students in 9th grade were assessed during the Read 180 AP3 testing window. The data reported showed 7% of students were "advanced," 32% of students were "proficient," 29% of students tested "basic," and 32% of students tested "below basic." Based off the FAST PM3 data, the lowest performing area was in the domain of Reading Across Genres and Vocabulary. More

specifically in the areas of Comparative Reading, and Context and Connotation. A contributing factor for the low performance in this component was students needing more practice with learning the meanings of prefixes, suffixes, and roots. Also, students needing to be exposed to identifying unknown words by using word part analysis and context clues. Through continuing with the implementation of the Read 180 and System 44 in Intensive Reading classes, the low performing areas will be targeted.

Also, the 2023 Mathematics data clearly indicates that Algebra and Geometry are the lowest performing, falling behind the state average. Algebra's proficiency level was at 37%. Geometry's proficiency was at 32%.

The contributing factors result from the lack of explicit instruction during Tier 1 instruction and limited differentiation in small group instruction by the Teachers. To address this concern this school year, we will have the General Education Teacher attend professional development trainings to learn how to analyze on-going data for implementing effective small groups for differentiated instruction and assign supplemental and remediation support for different subgroups. IXL and progress learning online digital math programs will be used for math intervention and progress learning with bi-weekly assessments to track student's learning progress. SAVVAS core will be used with fidelity. to close all achievement gaps. The Intensive Math Teacher will oversee the process of reteaching and reinforcing basic math skills and essential principles required for mastery in core Math lessons weekly to assist the General Education Teacher. Intensive Math will use McGraw Hill Curriculum for whole group and small group instruction. IXL lessons will be used to provide extra support and practice on student's individual pathway.

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

The 9th English Language Arts AP3 data showed the greatest decline in mastery with a proficiency of 53% in comparison to the 48% state average. While it surpasses the state average by 4 points, the ELA students, who are now in the 10th grade, still display a significant need for improvement. There has been an 18-point decline from the previous year's 71% proficiency level in 9th grade ELA. This dip in performance can be linked to the introduction of the newly F.A.S.T test focusing on new Florida BEST standards, in which the grades 9 students were trying to learn in time for the 2023 AP3 assessment.

During 2022-2023 school year, 29 students in 9th grade were assessed during the Read 180 AP3 testing window. The data reported showed 7% of students were "advanced," 32% of students were "proficient," 29% of students tested "basic," and 32% of students tested "below basic." Based off the FAST PM3 data, the lowest performing area was in the domain of Reading Across Genres and Vocabulary. More specifically in the areas of Comparative Reading, and Context and Connotation. A contributing factor for the low performance in this component was students needing more practice with learning the meanings of prefixes, suffixes, and roots. Also, students needing to be exposed to identifying unknown words by using word part analysis and context clues. Through continuing with the implementation of the Read 180 and System 44 in Intensive Reading classes, the low performing areas will be targeted.

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.

The ESSA Federal Index data for 2021-2022 indicated a proficiency average of only 22% in our group of students with disabilities (SWD), significantly below the mandatory state average of 41%. Thus the data greatly proving SWD students having the greatest gap when compared to the state. This low proficiency rate has been consistently observed over the last three years, starting from 2021. Data also reveal that for two consecutive years the SWD subgroup has been below 32%.

In reviewing the 2021-2022 accountability components by subgroup data chart, it identifies a concerning deficiency in our SWD students across three main subjects. The achievement level at 23% for English Language Arts (ELA) and 45% learning gains. An alarming achievement level 0% for Mathematics and

18% learning gains.

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

The 2023 Mathematics data clearly identify gaps in learning in Algebra and Geometry when compared to the state. For the past three (3) years, Algebra and Geometry have performed below the state average. For three consecutive years, Algebra lags behind the state average of 50%. Similar finding with Geometry falling behind the state's average of 48%.

Algebra scored 37% in 2023, 31% in 2022 and 20% in 2021.

Geometry scored 32% in 2023, 40% in 2022, and 30% in 2021.

Compared to the preceding year, the Algebra proficiency level saw an improvement of 6 points, rising from 31% to 37% in 2023. Geometry dropped by 8 points, from the 40% proficiency level the previous year. The contributing factors result from the lack of explicit instruction during Tier 1 instruction and limited differentiation in small group instruction by the Teachers. To address this concern this school year, we will have the General Education Teacher attend professional development trainings to learn how to analyze on-going data for implementing effective small groups for differentiated instruction and assign supplemental and remediation support for different subgroups. IXL and progress learning online digital math programs will be used for math intervention and progress learning with bi-weekly assessments to track student's learning progress. SAVVAS core will be used with fidelity to close all achievement gaps. The Intensive Math Teacher will oversee the process of reteaching and reinforcing basic math skills and essential principles required for mastery in core Math lessons weekly to assist the General Education Teacher. Intensive Math will use McGraw Hill Curriculum for whole group and small group instruction. IXL lessons will provide extra support and practice on student's individual pathway.

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

The 2023 US History EOC data revealed substantial improvement, with the 11th grade US History students showing significant progress. The proficiency rate climbed to 73%, up from 55% in the previous year. This score exceeds the state average of 71% by 2 percentage points. An impressive leap of 18 points within a year was largely due to assigning US History classes to a more seasoned teacher who has extensive experience teaching Social Studies to grades 9-12. The effective teaching strategies including explicit instruction, teacher modeling, differentiated instruction in small groups, ongoing progress monitoring, contributed significantly to this score increase in 2023.

Biology EOC was the another area showing great improvement. The 2023 data revealed a proficiency score of 70%, a jump from the previous year's 59%. The score surpassed the state average of 63% by 7 points. The successful action plan which contributed to this uplift involved enabling the teacher to participate in professional development trainings. These sessions aimed at equipping the teacher to analyze ongoing data effectively, implement differentiated instruction in small groups, and provide extra learning and remediation support to various student subgroups.

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

Analysis not required for high school.

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

Somerset has been designated as an Additional Targeted Support and Improvement (ATSI) school due to statistics demonstrating that the average proficiency level of our Students with Disabilities (SWD) subgroup stands at only 22%. This falls short of the state's required minimum average of 41%, as outlined in the 2021-2022 ESSA Subgroup Data Report. This underscores the SWD subgroup as a crucial area requiring enhancement in our school. The SWD subgroup has lingered below the state's 41% proficiency for two consecutive years and remained under 32% for two years. To uplift the proficiency of this subgroup, we will provide SWD students with complimentary after-school tutoring sessions. In addition, our Push-in/Pull-out model, overseen by the ESE Teacher, will be implemented during the school day. This approach involves forming small Achiev3000.com, I-XL and progress learning.org groups, and employing targeted lessons from both to address each student's shortcomings in Reading and Math. Student progress will be tracked weekly. The Curriculum Coach will also conduct frequent data chats with these students and monitor their progression monthly.

The second area requiring improvement is the 9th-grade ELA proficiency. The ELA AP3 data highlighted the 9th-grade as the weakest performing grade level, with a proficiency score of 53%, slightly higher than the 48% state average. Despite surpassing the state average by 4 points, the current 9th and 10th-grade ELA students must adapt to the F.A.S.T test and the Florida BEST standards. The previous year saw the 9th and 10th graders struggling with adapting to the new Reading assessment, a factor contributing to the poor performance observed on the AP3 Reading assessment.

Algebra is another subject area of concern for this school year. For three (3) consecutive years, the data has very little increase student showing mastery of content with proficiency averages ranging from 37% in 2023, 31% in 2022 and 20% in 2021.

The same applies with Geometry, the fourth priority due to data showing very little learning achievement over a three (3) period, with proficiency levels at 32% in 2023, 40% in 2022, and 30% in 2021.

In 2023, our SAT score analysis, which included 12th grade Seniors, revealed a concerning proficiency rate of only 41% in Reading/Writing and an alarming 0% in Math. This low performance area requires immediate attention and monitoring, as it is hindering our students' chances of being accepted into their preferred colleges and receiving scholarships. The low SAT scores, particularly in Math, which has been the weakest performing content area for three years in a row, are significantly lower than the state average, necessitating close monitoring. ELA scores like Math also need attention, as they both have a direct impact on our cumulative SAT, ACT, AP and Fast data scores.

To address these gaps, we plan to equip our students with adequate Math, Reading, and Writing skills and ensure they are ready for their chosen colleges and careers. Primarily, we aim to offer professional development courses for those instructing and tutoring our students from 9th to 12th grades on college entrance exams.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Area of Focus Description and Rationale:

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

By When: August - June 2023

The school's administration team will conduct on-going informal observations on Teacher and provide regular feedback. Our mentoring program will assure our Teachers receive regular feedback during meetings and common planning where teachers can discuss their progress, challenges, and areas for improvement. This encourages a culture of growth and development. Frequent meetings with Mentors and Mentees will allow for ongoing support and the strengthening of relationships, providing teachers with a sense of community and lessening feelings of isolation.

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

By When: August - June 2023

#2. 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 Academy Charter High School's Area of Focus is to support Students with Disabilities (SWD) to increase learning gains and proficiency in both reading and math.

Measurable Outcome:

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

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

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

Monitoring:

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

The SWD focus will be monitored utilizing data from Read 180/System 44, Achieve3000 and IXL diagnostics, and the FAST PM 1 and 2. The students will take progress monitoring assessments to identify the areas of mastery and the areas of weakness in Intensive Reading, English LanguageArts and Mathematics classes. At the conclusion of the diagnostic assessments, data chats will occur with the students and identification of students who need further remediation will take place. At that time, the school will also provide free tutoring sessions to students who are not proficient in those areas in an effort to increase proficiency. On-going data collection from interventions, direct services provided by an ESE teacher, teacher, and Curriculum Coach. The Collaborative Problem-Solving Team (CPST) which consists of the assistant principal, literacy coach, math/science coach, interventionist and ESE specialist will meet regularly to discuss data and monitor the effectiveness of the interventions.

Person responsible for monitoring outcome:

Erika Mincey (emincey@somersetcentral.org)

Evidence-based Intervention:

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

Evidence-based interventions and strategies implemented to support the focus of SWD will consist of Achieve3000 (Reading & Math), READ 180/System 44 (Intensive Reading) and IXL (Math) programs. These programs are designed to meet the specific needs of the SWD. Other evidence-based interventions being implemented for SWD in reading are explicit instruction, technology integration, reading comprehension strategies, graphic organizers, scaffolding and the Five (5) Components of Reading - Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using evidence-based strategies with students is grounded in the belief that education should be based on research and data-driven practices to maximize students learning and achievement. The reasons include improved learning outcomes, equity and fairness, accountability and data-driven decision-making. Read 180/System44, Achieve3000 and IXL give the students the chance to be challenged by engaging in rigorous lessons based on their level. SWD will be tested three time per year using the Achieve3000, Read180 and IXL Diagnostic to determine placement in small groups, tutoring, and push in/pull out programs. These platforms will be assigned to students on a weekly basis to complete lessons designed to close achievement gaps. SWD, teachers, ESE Teacher and the instructional coaches

will have biweekly data chats to discuss the learning progress of each student areas of deficiencies that need to be met.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

By When: August 2023 - June 2024

The Intensive Reading Teacher will receive training on how to effectively implement the Read 180/System 44, and IXL technology programs. In addition, Teachers will attend on-going PD training on how to best gather and analyze data to monitor the learning progress of SWD subgroup to assure they are achieving mastery in Math and ELA skills. The teachers will be having regular data chats with the students and discussing the data using tracking forms. General education teachers and ESE support facilitator Vanessa Diaz will meet regular to create effective push in/pull out model that best meets the needs of the SWD.

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

By When: August 2023 - June 2024

Progress monitoring will take place using various tools. The instructional coach will be conducting classroom observations to ensure the teachers are using the program with fidelity. The teachers will be having monthly data chats with the students and discussing the data tracking forms. The students will be assessed monthly using iReady's growth monitoring

As the teachers gathers the data, they will meet with the instructional coach to determine the next course of action and discuss data driven instruction. In addition, General education teachers and ESE support facilitator Vanessa Diaz will meet regular to create effective push in/pull out model that best meets the needs of the SWD.

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

By When: August 2023 - June 2024

The final action step will be to identify if we need to change the way the different Evidence-based interventions, strategies and programs are being implemented. The leadership team will evaluate the push in/pull out group, tutoring groups and technology programs to ensure the students are demonstrating growth by administering a on-going progress monitoring assessments. The instructional coach will check on Read180/System 44, and Achieve3000 usage to make sure students are completing two assignments a week with 70 percent or higher mastery in ELA and Intensive Reading classes. Based on the findings, the leadership team will meet and determine if the implementation of the programs are in fact working toward increasing SWD achievement. Curriculum Coaches will track if IXL is used with fidelity in Intensive Math. If SWD are progressing with the intervention implementation of the program, it will remain as is. If not, the CPST will meet to remediate the plan and identify other strategies to be used.

Person Responsible: [no one identified]

By When: August 2023 - June 2024

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

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

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

Somerset Academy Preparatory Middle School Leadership Team, Comprehensive Needs Assessment Team and the School Advisory Council (SAC) continue to disaggregate multiple data sources to ensure resources are allocated based on needs. ESSER, Title II and Title IV funds are used to support instructional personnel, supplemental curriculum (Achieve300, SAVVAS (Math); Into Lit (ELA); Phonics Reading Program (Intensive Reading), tutoring resources (student workbooks) and parental resources to support learning at home (instructional family nights).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Not applicable

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

Not applicable

Measurable Outcomes

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Not applicable

Grades 3-5 Measurable Outcomes

Not applicable

Monitoring

Monitoring

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

Not applicable

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

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

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Not applicable

Rationale:

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

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

Not applicable

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

Not applicable

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Not applicable

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))

Not applicable

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)

Not applicable

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))

Not applicable

Optional Component(s) of the Schoolwide Program Plan

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

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

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

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

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

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

At Somerset, we are committed to advancing learning opportunities for our 9th-12th grade students, preparing them for college and their future careers. We take pride in facilitating various opportunities to support their involvement in the accelerated programs we offer.

This mission entails putting our children first and maximizing student achievement in a safe and enriching environment, while providing a college preparatory education.

The school provides many opportunities for its students to participate in college prep courses, such as Advanced Placement (AP) courses, in which the students are eligible to receive college credit based on their performance on the AP exam at the end of the school year. Currently, the school offers the following AP courses: AP English Composition, AP Biology, AP Government, AP Spanish, AP World History and AP US History. High expectations are set for all students and this has assisted the school in their mission and in ensuring that students make annual learning gains. Somerset Academy Charter High School Miramar Campus also encourages a college preparatory educational experience providing the opportunity for students to participate in the Dual Enrollment program by collaborating with Broward College and Doral College. The dual enrollment program allows high school students with a 3.0 GPA to take college courses online or at the college campus. These courses are taken in an effort to achieve college credit and potentially graduating high school with their Associate's degree.

Somerset Academy Charter High School Miramar Campus also enrolls Juniors and Seniors in a Reading for College Success class to best prepare students for admittance into college. The course prepares the students for the SAT and ACT by utilizing a Test Prep curriculum, Prep Works. The course is designed to provide students the opportunity to take "mock" assessments to best prepare for the college entrance exams. The school's curriculum coaches also provide after school tutoring to struggling students who have been identified to have deficiencies based on the progress monitoring of the programs mentioned above.

Career Technical Education (CTE) courses are offered in two academies: Digital Media and Computer Science. Students are equipped for industry certification examinations through curriculum aligned with Certiport and Gemetrix, coupled with practical experience. Students can take these certification exams on our campus, which is a recognized Certiport testing site. The Digital Media Academy offers certification exams in Adobe Photoshop, Indesign, and Illustrator. Meanwhile, the Computer Science Academy offers exams in Python, HTML, Java, and Cyber Security.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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

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

Tier 1: Universal Support

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

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

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

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

Tier 2: Targeted Interventions

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

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

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

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

Tier 3: Intensive Support

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

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

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

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

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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

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

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

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

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

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

Additionally, we host New Parent Orientation sessions for 8th-grade students transitioning into 9th grade. These sessions provide opportunities for students and their parents to visit the high school campus, meet with teachers, and familiarize themselves with the new environment prior to the new school year’s commencement. Our middle school teachers coordinate with high school teachers to create a curriculum that bridges the gap between early childhood education, elementary school learning, and middle school understanding. These strategies aid our students in understanding the expectations at the middle school level.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

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

Budget Approval

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

No