

Broward County Public Schools

Somerset Pines Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Pines Academy

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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.

It is the mission of Somerset Pines to recognize the uniqueness of each child and the importance of developing the whole child. We will implement a program which addresses high expectations, provides academically stimulating and challenging instructional programs, and a positive learning environment for all students. As a school community, we will support our students by providing a safe, secure, and stimulating environment that enables them to value diversity, solve problems, and experience success in all facets of their development.

Provide the school's vision statement.

The vision of Somerset Pines is to strive to prepare students for the twenty-first century by delivering the curriculum in an innovative and creative manner. We will educate the whole child so that he/she develops mentally, physically, emotionally, and socially to become productive global citizens.

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
Kaye, Donna	Principal	To maintain the day runs smooth, remains safe, and to provide an excellent learning environment for the students. It is the job of the principal to supervise the instruction and the development of curriculum, as well as analyzing and implementing strategies and programs based on the data.
Corbett, Margaret	Math Coach	To model lessons in the classroom, co teach with and support the math teachers. She will monitor interventions and work with the math interventionists to make sure that the pull outs/ push ins are meeting our focus needs.
Banks, Jessica	Teacher, ESE	To maintain all of our SWD records, implement the IEPs of our students, and work closely with the classroom teachers to meet the needs of our students in ESE program.
Milano, Michele	Reading Coach	The duties and responsibilities of the Reading Coach is to model lessons in the classroom, co teach with the and support the ELA teachers. The Reading Coach will monitor interventions and work with the reading interventionists to make sure that the pull outs/push ins are meeting are focus needs.
Johnson, Jillian	School Counselor	The duties and responsibilities of our School Counselor is to support the social emotional health of our students. The School Counselor meets with individual students for counseling, works with the Sanford Harmony program in our classrooms, and is a community resource for our parents.

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 school leadership team met to discuss the SIP and the focus on our ESE program and SWD students. Using our ESE Specialist as a starting point, each of the coaches listened to the needs the ESE Specialist outlined and came up with strategies and support to put into place.

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))

Once the SIP is approved, each quarter the leadership team will review the goals and strategies that were put into place. Using data from our SWD students, if we are seeing progress then we will continue the course that was created. If we are not seeing progress, we will revise the plan and implement new

strategies. At that point a conversation will be had to discuss the barriers that we are facing and how to overcome those barriers so that our SWD students will find success.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	78%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
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	2	3	2	4	1	0	0	0	0	0	12
One or more suspensions	0	2	0	0	1	1	0	0	0	0	4
Course failure in English Language Arts (ELA)	9	17	17	25	23	17	0	0	0	0	108
Course failure in Math	0	0	0	19	23	22	0	0	0	0	64
Level 1 on statewide ELA assessment	0	0	0	25	15	17	0	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	19	23	22	0	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	3	2	4	0	0	0	0	13

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	1	0	0	0	0	0	1

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	4	14	15	9	4	0	0	0	0	46
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	1

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

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	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*	51	55	53	54	57	55	49		
ELA Learning Gains				69			62		
ELA Lowest 25th Percentile				65			38		
Math Achievement*	44	52	55	43	47	42	43		
Math Learning Gains				52			42		
Math Lowest 25th Percentile				40			12		
Science Achievement*	37	50	52	39	52	54	41		
Social Studies Achievement*		68	68		64	59			
Middle School Acceleration		72	70		57	51			
Graduation Rate		68	74		50	50			
College and Career Acceleration		54	53		66	70			
ELP Progress	58	53	55	37	75	70	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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	243
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50

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	399
Total Components for the Federal Index	8
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	23	Yes	4	1
ELL	45			
AMI				
ASN				
BLK	32	Yes	1	
HSP	55			
MUL				
PAC				
WHT	59			
FRL	49			

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	35	Yes	3	
ELL	45			
AMI				
ASN				
BLK	42			
HSP	57			

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	65			
FRL	50			

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	51			44			37					58
SWD	19			27							2	
ELL	46			36			36				5	58
AMI												
ASN												
BLK	40			34			17				5	23
HSP	56			46			54				5	67
MUL												
PAC												
WHT	70			63			43				3	
FRL	52			42			36				5	61

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	54	69	65	43	52	40	39					37
SWD	26	60	75	30	30	18	8					
ELL	40	66	65	32	49	47	26					37
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	41	65	68	27	37	33	22					42
HSP	57	74	73	51	64	60	46					32
MUL												
PAC												
WHT	74	70		62	56		62					
FRL	52	70	70	42	53	37	43					34

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	49	62	38	43	42	12	41					50
SWD	17	40		13	20							
ELL	42	69	50	42	45		48					50
AMI												
ASN												
BLK	29	56	45	26	32		31					35
HSP	55	57		49	43		40					56
MUL												
PAC												
WHT	72	80		63	53		60					
FRL	45	60	38	41	42	13	38					48

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	56%	-2%	54%	0%
04	2023 - Spring	56%	61%	-5%	58%	-2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	53%	-5%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	62%	-19%	59%	-16%
04	2023 - Spring	50%	65%	-15%	61%	-11%
05	2023 - Spring	45%	58%	-13%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	46%	-8%	51%	-13%

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.

Our SWD subgroup fell below the Federal Index of 41% for the 3rd consecutive year. Although each year both our ELA achievement levels and learning gains have gone up, we still fall under the 41%. However it is the opposite for our SWD subgroup in math - for the past 3 years they have declined in both achievement and learning gains.

SWD - ELA

2018 - 2019: SWD subgroup achievement levels were at 13% and learning gains were at 40%
 2020 -2021: SWD subgroup achievement levels increased to 17% and learning gains remained the same at 40%
 2021-2022: SWD subgroup achievement levels increased again to 26% and learning gains increased to 60%

Looking at the 3 year trend for ELA - our SWD subgroups have consistently made progress with both achievement levels and gains. This tells us that the strategies we have been implementing are working but we need to look deeper into the students who are not making progress to find out why.

SWD - Math

2018:2019: SWD subgroup achievement levels were at 33% and learning gains were at 55%

2020-2021: SWD subgroup achievement levels declined to 13% and learning gains declined to 20%
2021-2022: SWD subgroup achievement levels increased to 30% and learning gains increased to 30%

Looking at the 3 year trend for Math - our SWD subgroup has not made progress. Scores have rebounded closer to where they were prior to the pandemic which is promising. With the majority of SWD subgroup remaining online for the 2020-2021 school year, and having inconsistent attendance, it shows in their math scores since math skills are new each year and unlike reading, cannot build off of what they previously knew. If students are not present and engaged for instruction, it shows in their work product and test scores. Having all SWD subgroups back in the building and with an emphasis on their attendance for the 2021-2022 school year, the scores did go back up to pre-pandemic levels. There is still a larger gap in the math skills that we need to continue to address.

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

Our SWD subgroup in Math, both achievement and learning gains, show the greatest decline from the 2019-2020 to 2020-2021. Although scores do increase in 2021-2022, they are still lower than 2018-2019.

2018:2019: SWD subgroup achievement levels were at 33% and learning gains were at 55%
2020-2021: SWD subgroup achievement levels declined to 13% and learning gains declined to 20%
2021-2022: SWD subgroup achievement levels increased to 30% and learning gains increased to 30%

Looking at the 3rd-5th grade band compared to the SWD subgroup, math was still the area with the greatest declines:

2018:2019: Overall Math achievement levels were at 61% and learning gains were at 64%
2021-2022: Overall Math achievement levels decreased to 43% and learning gains decreased to 52%

The largest factor contributing to the decline in scores was the pandemic. The majority of our SWD subgroup, and much of our 3rd-5th grade, remained virtual during the 2020-2021 school year and attendance was inconsistent. There were many issues with internet, computers, and overall engagement while being virtual. With math the skills they need are learned each year so the deficiencies are more noticeable and the gap widens as new skills are introduced.

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.

Compared to the state average, the two areas with the greatest gap were 3rd grade math and 5th grade science.

In 3rd grade math, the state average for 2022 was 59% and our school was 43%, there was a 16% difference. However, comparing it to just our SWD Subgroup in 3rd grade - with only 4 students in that subgroup and 3 of them scoring proficient, they had a 75% which was higher than the state and district average. This is skewed data due to the sample size.

Overall in 3rd grade - students were not as prepared coming in and not ready to receive grade level content. This is a trend we have seen over the past two years with our primary students not being prepared for upper elementary. We worked on vertical planning during pre-planning and have had our 2nd and 3rd grade teachers have math workshops together (August, October, and planned for January) as to what a 3rd grade should be doing during each point in the year.

During our afterschool tutoring, we have also assigned our 2nd grade teachers to 3rd grade tutoring to help them to see the rigor in 3rd grade.

In 5th grade Science, the state average was 51% and our school average was 38% - including only our SWD subgroup, there was only an 8% proficiency. Factors that contributed to this gap include that on the ELA test, only 26% of our SWD subgroup reached a level 3 achievement level. With only 26% of the SWD subgroup reading on grade level and the Science test being predominantly a reading test, students struggled with reading the information.

One way to help combat this - especially since Science is a K-5 test, is during their science special (which takes place outside of their normal instructional time), skills from 3rd and 4th grade that are on the NGSS test are re-taught to remind them of the material.

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

Over the past 3 years our SWD subgroup has continued to show progress in the area of ELA - the most improvement was seen in our SWD subgroup that fell into the Lowest 25%tile . In 2018-19, 36% of the SWD subgroup in the lowest 25%tile made learning gains. However in 2021-2022, the number more than doubled. In the area of ELA learning gains for the Lowest 25%tile, 75% of our SWD subgroup made gains.

It was not new actions but consistent actions that made the difference. Prioritizing pushing into the classrooms for additional support and making an afterschool tutoring program run by ESE certified teachers, helped our SWD subgroup get the additional support they needed.

The Classroom teachers and the ESE teacher, meet together after each Progress Monitoring window to discuss the SWD subgroups individual progress and a plan for them to move forward.

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

Two areas of concern based on the Early Warning Signs for our SWD subgroup is the amount of students scoring a Level 1 on the FAST ELA test and a Level 1 on the FAST Math tests.

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

The highest priority for school improvement for the 2023 2024 school year is for our SWD subgroup to get above the Federal Index of 41% in both ELA and Math.

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.

For the 2022 FAST ELA data, our SWD subgroup had 26% achievement, 60% learning gains, and 75% learning gains of those that were identified in the lowest 25%tile.

Although progress has been made over the past 3 years, our SWD subgroup is not meeting the Federal Index of 41% or above.

Although teachers were tracking SWD Subgroup progress through assessments and portfolios, reteach was not consistent and data chats were not held as frequently with our SWD subgroup. Classroom teachers were not taking on the accountability for our SWD subgroups and expecting that our ESE teachers would handle the majority of our reteach with our SWD subgroup.

Consequently, appropriate content based interventions were not implemented in the classroom to work towards mastery of the areas the students were deficient in.

Measurable Outcome:

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

To increase the achievement levels of our SWD subgroup to 41% or above on the FAST ELA by June 2024.

Monitoring:

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

Student data is monitored starting with FAST PM1 data as the baseline data.

PM2 provides information about academic growth from the beginning-of-the-year and allows for target support to be provided. Benchmark Advance Unit Assessments(monthly), provide a spiraled-standards review and allow for progress monitoring based on standards with a focus on areas of concern to address with reteaching. iReady Diagnostic is administered three times a year, and monitoring checks are administered periodically to TIER 2/3 students. FAST PM3 ELA is administered at the end-of-the-school-year to determine mastery of grade-level content.

General education/ESE teachers work collaboratively to schedule (at least quarterly) data checks/discussions across school teams to identify ongoing areas of need.

The use of weekly online educational support, task analysis, portfolio building, formal/informal assessments, and teacher-differentiated instruction based on PM1/PM2/weekly, monthly, and quarterly data to allow multiple means of representation,expression,andengagement and inform teacher-led small groups for instructional support and progress monitoring.

Person responsible for monitoring outcome:

Michele Milano (mmilano@somersetpines.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.)

All students receive a balanced literacy instruction via a 90-minute ELA block. Instructional strategies provided by the classroom teacher include: small group guided lessons, differentiated centers and intervention group instruction. Teachers utilize Marzano strategies as well as other low-risk high yield strategies such as note-taking and collaborative group work to move students towards mastery of B.E.S.T.

standards.

Benchmark Advanced will be utilized during the 90-minute ELA block as the core curriculum, as well as, iReady to support instruction. iReady is used at least three times per week for a weekly total of 30 to 45 minutes.

In addition our SWD subgroup works specifically on their IEP goals toward mastery with the ESE teacher using Reading for Mastery and Phonics for Reading.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The classroom teacher and ESE teacher can utilize the resources to differentiate instruction. These resources are available in both print and digital. Benchmark Advance was adopted for the 2021 2022 school year and is approved through the state of Florida. iReady is also a researched based online curriculum that tailors instruction to meet the diverse needs of the students. iReady is approved through the state of Florida as a support curriculum with instruction in phonics, vocabulary and comprehension. When used with fidelity, iReady has proven to help students make gains. The Teacher Toolkit and Standards Mastery are tools designed to help the teachers differentiate and meet the needs of the students in the class. The Ready workbooks are also used as a supplement for the afterschool tutoring program.

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.

All students receive balanced literacy instruction via a 90-minute reading block using Benchmark Advance. Instructional strategies provided by the teacher include: direct instruction, small group, shared reading/read alouds, and independent reading time.

Students receive explicit vocabulary and word study instruction. Direct instruction is provided during whole group. During small groups, students receive lessons targeted toward their specific needs.

ESE teacher will push into the classrooms to provide support during daily intervention block. This will be in addition to their scheduled ESE services as required by their IEP's. ESE teacher will use the class intervention curriculum in a small group. During the monthly meetings, the ESE teacher will provide resources, support and discuss progress. Resources will include; successfully implementing accommodations and strategies so students are making progress.

Person Responsible: Donna Kaye (dkaye@somersetpines.com)

By When: By June 2024

#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.

For the 2022 FAST math data, our SWD subgroup had 30% achievement, 30% learning gains, and 18% learning gains of those that were identified in the lowest 25%tile.

Although we are back or close to our pre-pandemic scores, our SWD subgroup is not meeting the Federal Index of 41% or above.

Although teachers were tracking SWD Subgroup progress through assessments and portfolios, reteaching was not consistent, and data chats were not held as frequently with our SWD subgroup. Classroom teachers were not taking on the accountability for our SWD subgroups and expected that our ESE teachers would handle the majority of our reteach with our SWD subgroup. Consequently, appropriate content-based interventions were not implemented in the classroom to work towards mastery of the areas the students were deficient in.

Measurable Outcome:

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

To increase the achievement levels of our SWD subgroup to 41% or above on the FAST Math by June 2024.

Monitoring:

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

Student data will be monitored to ensure progress, starting with FAST PM1, which identifies students' baseline data.

PM2 provides information about academic growth from the beginning-of-the-year and allows for target-support to be provided. Envision-Math-Topic-assessments administered at the end-of-each-topic allow for monitoring based on standards with a focus on areas of concern to address with reteaching.

iReadyStandardsMastery is administered regularly to monitor/guide instructional needs.

iReadyDiagnostic is administered 3times a year, and monitoring checks administered to TIER 2/3 students, allowing for data points to be aligned and progress monitored and supported.

FAST PM3 will be administered at the end-of-the-school-year to determine mastery of grade-level content.

General education/ESE teachers work collaboratively to regularly schedule (at least quarterly) data checks/discussions.

The use of weekly-online-educational-support,task analysis,portfolio building,formal/informal assessments,and teacher-differentiated instruction based on PM1/PM2/weekly, monthly, and quarterly data to allow multiple means of representation, expression, and engagement and inform teacher-led-small-groups for instructional support and progress monitoring.

Person responsible for monitoring outcome:

Margaret Corbett (mcorbett@somersetpines.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.)

All students receive balanced math instruction via a 90-minute math block. Instructional strategies provided by the classroom teacher include: Number talks direct instruction, small group guided lessons, and hands on practice. Teachers utilize Marzano strategies as well as other low-risk high yield strategies such as note-taking and collaborative group work to move students towards mastery of BEST standards. EnVision is utilized during the whole group portion of the 90-minute math block as well as for reteaching lessons.

Strategies such as how to use manipulatives and number talks are utilized to increase number sense. Additionally, teachers would utilize the resources in the iReady toolkit as well as Standards mastery for Benchmarking.

Within Standards Mastery, the teachers have an additional benchmark that can be used after reteaching to show mastery.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Number talks, using manipulatives, and data driven instruction are all effective teaching strategies that have been proven to increase math proficiency. EnVision by Savvas and iReady are a researched based curriculums that have been approved by the state of Florida. iReady is an online curriculum that tailors instruction to meet the diverse needs of the students. iReady is approved through the state of Florida as a support curriculum with instruction in all strands of mathematics. When used with fidelity, iReady has proven to help students make gains. The Teacher Toolkit and Standards Mastery are tools designed to help the teachers differentiate and meet the needs of the students in the class.

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.

The school leadership team as well as the grade level teams will review performance data of all students systematically to identify interventions needed to improve student performance. Once a month, during their planning, 3rd/4th/5th grade math teachers will be provided with support from the math coach to design lessons targeting strategies to help with student mastery on numbers, operations and fractions. As well as how to teach conceptual understanding of the standards.

During the math block, the teacher will meet with small groups and individual students to provide systematic and explicit instruction in identified skill areas. The teacher plans for the diverse needs of each learner and matches instruction to meet their needs.

Person Responsible: Margaret Corbett (mcorbett@somersetpines.com)

By When: on a monthly basis

ESE teacher will push into the classrooms to provide support during daily intervention block. This will be in addition to their scheduled ESE services as required by their IEP's. ESE teacher will use the class intervention curriculum in small group. During the monthly meetings, the ESE teacher will provide resources, support and discuss SWD progress. Resources will include; successfully implementing accommodations and strategies to ensure students are making progress.

Person Responsible: Donna Kaye (dkaye@somersetpines.com)

By When: ongoing - both monthly and weekly

#3. Positive Culture and Environment specifically relating to Early Warning System

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.

Attendance in the 2022-2023 school year did bounce back from attendance during the pandemic - however it was still a concern with 14% of students having attendance deficiencies. These students struggled with attendance but also being to school on time or leaving school early, which has become a larger issue.

The trend showed that our current 4th grade students, last years 3rd grade students struggled the most with their attendance and tardiness.

Measurable Outcome:

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

We will see the attendance deficiency at 10% or below by June 2024.

Monitoring:

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

Once a student has been tardy or absent 3 times – the teacher contacts the family to see what the cause of the tardies or absences are and see if there is something the school can do to assist. If the student reaches 5 absences or tardies, a letter is sent home to the family both in English and their heritage language outlining the attendance policy and encouraging the parent/guardian to make sure their student arrives to school on time and every day.

The next step our School Counselor will set up a meeting or phone conference with the family to see if there are extenuating circumstances or if there are resources that can be put into place to give the family additional support.

Concurrently, our School Counselor has incentive rewards for students who have weekly and monthly perfect attendance, as well as for students who have improved their attendance.

Person responsible for monitoring outcome:

Donna Kaye (dkaye@somersetpines.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.)

Our School Counselor has incentive rewards for students who have weekly and monthly perfect attendance, as well as for students who have improved their attendance. We will also have a workshop for families to discuss and promote the importance of their children attending school on a regular basis

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Workshops for families will give informative information on the importance regular attendance. The workshops will give resources for families who are in need of transportation and ways to motivate their children.

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).

- Teachers will record attendance at the beginning of the school day (K-5).
- Excused absences are updated daily by the Attendance Clerk.
- Review schoolwide attendance data with the Collaborative Problem-Solving Team and/or Response-to-Intervention Team.
- Monitor and review attendance data from BASIS. Metrics include excused and unexcused absences, attendance categories, and percent of days absent for each student.
- Appropriate staff will call or email parents to verify excused absences as needed.
- Regularly share appropriate information regarding current data for student attendance at parent conferences and PTSO meetings.
- Regular attendees are at school more than 95% of school days. Promote regular attendance during morning meeting, lunch periods, afternoon announcements, and a common bulletin board.
- Congratulate regular attendees and their parents using ParentLink. School-based recognition through ParentLink may include offers from community partners supporting good attendance with coupons or vouchers.
- Ensure that parent phone numbers and email addresses remain current. Outreach to parents when contact information needs to be updated.
- For each student's absence, a robocall will be initiated to the parent of each absent student to include a voice message, text message, and email to notify the parent of a recorded absence and the expectation of the parent to report the reason for absence.
- Include attendance information on student report cards to display the number of present, absent, and tardy days.
- Promote awareness of the school breakfast program available (FREE) to all students.
- Invite parents and community members to community meetings to help address the barriers preventing children from attending school.
- Utilize "Attendance Success Plans" and "Attendance Contracts" for students with excessive absences (excused or unexcused). Help families set attainable goals and establish successful home routines.
- Recognize students who are improving their attendance. Short-term attainable goals can help establish successful routines for students struggling with additional external barriers.
- Assign an "Attendance Buddy" to an individual student. An Attendance Buddy will check in with a student daily to express care, appreciation, and support for the student. This role may be assigned to a trusted adult in the school or a reliable classmate who attends more than 95% of school days.
- Parent Conferences with support staff will be scheduled to discuss attendance barriers that may be addressed through additional support or community partners.

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.

Dissemination of the SIP and SWP is done in multitude of ways. Each of the plans are discussed and reviewed at our parent meetings that are open to all stakeholders. During the meetings we review the previous year documents and ask for stakeholder input on changes and suggestions for improvements. During the meetings, to meet the needs of all stakeholders, we have translators in attendance to provide the information in the languages that are other than English.

Once the SIP and SWP are finalized for the school year, we notify all stakeholders through email distribution, newsletters, and parent links of how to access the documents. Documents are accessible through our school website www.somersetpines.com as well as in a School Improvement binder that is kept in the school office. The documents are available to be translated for families whose first language is not English.

During staff meetings, the plans are also reviewed with all staff to go over data, goals, parent involvement and professional development.

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 Pines Academy has many ways in which we build relationships with our stakeholders. The SIP and SWP incorporate involvement initiatives with families and community members that bring all the stakeholders together to meet the goals and mission of our school.

Prior to school starting, we host a kindergarten boot camp where we invite our incoming kindergarteners to come to get to know their school and meet their teachers. This ensures they have a positive transition into their new school. During the kindergarten boot camp, parent workshops are held that provide parents with policies and procedures, schedules, expectations, and ways to support their kindergartener at home with academics.

Somerset Pines Academy offers a variety of parent workshops for families during the school years. We hold parent orientation that includes workshops on Technology programs, Policies and Procedures, Title 1 information including parent involvement and our 21st Century Grant programs. All of these workshops are offered, form our language support team, in English, Spanish, Haitian Creole and Portuguese.

Our language support team has made a positive impact on our school culture by providing resources to our non-English speaking families. The team are always available at meetings, workshops, and conferences to provide support to our families. The team also connects with families though phone calls, emails and in person conversations to support the families with all related school items.

Our PTSO supports the school and brings stakeholders together by hosting events at school and fundraiser events at our local businesses that are our community partners. Our community partners then in turn, come to our annual career day to present to our students on different career paths.

Twice per school year, we hold a conference night. This is to give flexible times to families to come meet with their child's teacher to discuss progress, goals and needs for improving. The teacher and parent set goals, go over work portfolios and discuss what strengths and weaknesses the student is exhibiting at that time. Resources and support materials are provided and suggested to parents to work with students successfully at home.

Families and stakeholders are invited to all school wide events to build positive community culture. These events include the welcome back bash, Proud to Be and America, Multicultural Festival, Book Report presentation days and activities that may be specific to their child's classroom.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Somerset Pines Academy plans to strengthen the academic program by increasing the amount of small group instruction, differentiated centers and small group intervention in both ELA and Math. This small group approach allows for teachers to work with the SWD population on their specific IEP goals and identify what progress is being made and what remediation needs to be implemented.

iReady will also have scheduled time daily during both ELA and Math that SWD student will work on their path that is designed to work on the skills they may be struggling in. The teacher will also assign lessons that provide more rigor for our SWD students so that they are also being exposed to grade level skills.

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

Somerset Pines Academy follows the National School lunch program guidelines. We adhere to all of the guidelines and ensure that monthly audits within the program are conducted to ensure we continue to stay in compliance. We promote nutrition through our Physical Education program and host events that focus on being healthy such as Jump Rope for Heart, Mile with Mom and Field Day.

Violence prevention is implemented through our Anti-Bullying Policy. Our school counselor plans events for or students to learn about bullying and the ways to stop and prevent situation that could be considered bullying. We also have guest speakers come that provide our students with tools and resources on the topic of Bullying.