

Broward County Public Schools

Somerset Academy Key Charter High School



2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Academy Key Charter High School

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somersetkey.com

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Somerset Academy, Inc. promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Mulrooney, Dennis	Principal	Assume administrative responsibility and instructional leadership, under the supervision of the superintendent in accordance with rules and regulations of the School Board, for the planning, management, operation, and evaluation of the educational program of the school to which the individual is assigned.
Franconeri, Samantha	Assistant Principal	Supervises Instructional and Service Personnel assigned by the principal. develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Edmond, Orkisha	Instructional Coach	The Literacy Coach will mentor and support teachers by providing ongoing literacy-related professional development In the major areas of reading and instructional assessments; modeling effective evidence-based instructional practices; assisting in analyzing student performance data for differentiated instruction and interventions; and supporting the implementation of school-wide reading initiatives.
Castro, Melissa	Math Coach	The Mathematics coach will assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement.
Reid, Courteria	School Counselor	The role of a school counselor is to help reduce obstacles preventing students from reaching their potentials. Above all, they arm students with the skills, strategies and support they need to build the foundation for a successful and productive life.
Velazquez, Melissa	Other	<p>Serve as the principal’s designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually.</p> <ul style="list-style-type: none"> • Coordinate required ESE meetings. • Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. • Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. • Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. • Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. • Utilize facilitative behaviors consistent with the Facilitated IEP training

Name	Position Title	Job Duties and Responsibilities
		<p>provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard.</p> <ul style="list-style-type: none"> • Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. • Shall report all compliance concerns directly to the school-based leadership. • Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. • Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. • Utilize the electronic management system to generate IEP documents. • Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. • Participate in training programs offered to enhance the individual skills and proficiency related to job responsibilities. • Review current developments, literature and technical sources of information related to job responsibilities. • Ensure adherence to safety rules and procedures. • Follow federal and state, as well as School Board policies. • Perform other duties as assigned by the immediate supervisor or designee.

Young, Judith	ELL Compliance Specialist	<p>complete ESOL: ELLevation and Curriculum training and other required professional learning, such as IPT and WIDA assessment tools; coordinate and/or administer initial placement and progress monitoring assessments; attend all ESOL Contact meetings and disseminate information and correspondence received from the Bilingual/ESOL Department regarding ESOL Program curriculum and compliance to appropriate personnel; coordinate and convene the ELL Committee as needed and send notification to invite parents and other appropriate personnel; complete, maintain, and update the English Language Learner Plan (ELL) with all appropriate supporting documentation, and collaborate with designated staff to complete and document the programmatic assessment and academic placement information in each ELL Folder; collaborate with the Information Management Specialist/Technician (IMS/IMT) to ensure correlation between ELL Plan, TERMS, and ELLevation.</p>
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Name	Position Title	Job Duties and Responsibilities
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follow federal, state and School Board policies and regulations regarding ELLs and the ESOL Program

Stakeholder Involvement and SIP Development

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

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

Somerset Academy Key prepares a needs assessment committee based on the administrative team, department chairs, athletic department, parents, students, and school stakeholders to address the current needs to improve the school for the 2023-24 school year. The committee determines the following through data analysis over the past two school years, student, staff and parent interviews, reviewing of past school grades, parent surveys and overall school satisfaction.

1. Find the gaps between current school rating and what the desired outcome needs to be
2. Prioritize the order of needs and gaps in proficiency
3. Implement strategies, practices and evidence-based interventions aligned to the student needs
4. Target resources to address the needs

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))

Somerset Academy Key will collect and analyze student data on a regular basis to track student progress against targets and goals. Student data is collected through FAST (PM 1(fall); PM2(winter) and PM3(Spring) and through PSAT and SAT school day testing. Upon review of the data, students who are performing below the achievement level are placed in small group interventions during the school day through their reading and mathematics courses. This includes students who have not met the required assessments for graduation in the areas of reading and math.

The school will review data after each 9-week period to compare academic grades, intervention data and assessments to see how well the interventions are working. If there are students that are not making progress, their intervention group and time in the group must be adjusted to support student growth.

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	83%

2022-23 Economically Disadvantaged (FRL) Rate	65%
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)* 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	

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*	47	50	50	43	52	51	32		
ELA Learning Gains				52			40		
ELA Lowest 25th Percentile				34			42		
Math Achievement*	19	36	38	23	41	38	20		
Math Learning Gains				40			13		
Math Lowest 25th Percentile				50			17		
Science Achievement*	35	60	64	37	35	40	26		
Social Studies Achievement*	50	66	66	39	51	48	41		
Middle School Acceleration					50	44			

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Graduation Rate	82	90	89	98	54	61	96		
College and Career Acceleration	24	61	65	8	66	67	23		
ELP Progress	32	50	45	33			53		

* 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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	82

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	98

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	17	Yes	4	4
ELL	33	Yes	4	
AMI				
ASN				
BLK	40	Yes	1	
HSP	37	Yes	4	
MUL				
PAC				
WHT	52			
FRL	42			

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	24	Yes	3	3
ELL	32	Yes	3	
AMI				
ASN				
BLK	43			
HSP	37	Yes	3	
MUL				
PAC				
WHT	52			
FRL	44			

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	47			19			35	50		82	24	32
SWD	14			10			26				3	
ELL	29			17			25				5	32
AMI												
ASN												
BLK	47			18			28	47		10	6	
HSP	48			15			33	48		16	7	25
MUL												
PAC												
WHT	46			31			47			45	5	
FRL	50			21			33	46		18	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	43	52	34	23	40	50	37	39		98	8	33
SWD	28	29		21	33	20	10					
ELL	22	42	39	19	38	43	32	18				33
AMI												
ASN												
BLK	50	62	36	17	40	56	35	29		94	6	
HSP	34	39	32	23	40	44	32	33		100	10	20
MUL												
PAC												
WHT	56	71		34	41		53			100	8	
FRL	46	57	40	22	40	50	40	43		98	7	

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	32	40	42	20	13	17	26	41		96	23	53
SWD	11	35		20								
ELL	21	39	39	21	10	9	10					53

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
AMI												
ASN												
BLK	28	38	45	8	9		17	40		100	31	
HSP	30	42	45	23	11	12	29	43		100	8	56
MUL												
PAC												
WHT	54	42		42	27			27		88	27	
FRL	31	38	42	18	13	17	25	43		100	22	53

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	51%	49%	2%	50%	1%
09	2023 - Spring	38%	49%	-11%	48%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	48%	-28%	50%	-30%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	46%	-29%	48%	-31%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	63%	-32%	63%	-32%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	62%	-11%	63%	-12%

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 data components from the 2021-22 school year showed that the lowest performance were in the ESSA Categories of SWD (Students with Disabilities), ELL(English Language Learners) and Hispanic students.

In the category of SWD; students scored 28% in ELA achievement and had 29% in ELA learning gains. SWD students were not represented in the lowest 25%. For the Math component, SWD students scored 21% proficient with 33% learning gains. The Lowest 25% earned 20% learning gains in the area of math.

In the category of ELL; students scored 22% in ELA achievement and had 42% in ELA learning gains. ELL students in the lowest 25% had 39% learning gains in the category of ELA. For the math component, ELL students scored 19% in math achievement and had 38% learning gains. the lowest 25% had 43% learning gains in math.

In the category of Hispanic students, scored 34% in ELA achievement and had 39% in ELA learning gains. Hispanic students in the lowest 25% had 32% learning gains in the category of ELA. For the math component, Hispanic students scored 23% in math achievement and had 40% learning gains. the lowest 25% had 44% learning gains in math.

The contributing factor is the on-line format of instruction for the 2019-20 and 2020-21 school years. Students need the face-to-face instruction with supporting small groups interventions to ensure that they understand and get the support with their learning.

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

The data component that showed the greatest decline from the prior year was the area of math leaning gains. For the 2021-22 school year, students scored 40%, which was an 8% decrease from the 2018-19 school year. The learning gains for the 2018-19 school year were 48%.

Factors that contributed to the decline were the time lost for both students and teachers during the transition from live to on-line instruction during the pandemic. Through the process of reacclimating both students and teachers to transition from live instruction to online instruction and then back to live instruction can be challenging. Without the support of live instruction in the transition from Pre-Algebra to Algebra I, students struggled to close the gap on benchmarks that they did not master from 8th grade as they transitioned into 9th grade. The students in 10th grade who tested Geometry, did not test Algebra I EOC the previous year and did not have an accurate data score to base instruction for small group learning.

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 data component with the greatest gap when compared to the state average is social studies 29% difference. The school average is 39% proficient in comparison to the state's 68%. For the 2020-21 school year, only 32% of all students were proficient in Reading. With the US History EOC having a text-based content, the students from the prior year were deficient in reading prior to taking the US History course. These deficiencies were not fully addressed during the in-line learning. Students and teachers lost teaching and learning gains during the pandemic. The transition to get both students and teachers reacclimated to being in school and reclaiming learning loss has been challenging.

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

The data component that showed the most improvement was the grade 10 ELA reading proficiency. Somerset Academy Key High school grade 10 students scored 51% overall proficiency. That was 2% higher than the district and 1% higher than the state. When analyzing Progress Monitoring (PM) data for FAST, students in grades 9-10 scoring a Level 1 was 47% and increased by 8% to PM 2.55% of students scored Level 1 for PM 2. By PM 3, the school had improved to 31% of all students in grades 9-10 scoring a Level 1. As a whole school, increased small group reading interventions were being implemented in both the ELA courses and Intensive Reading courses. Teachers received additional classroom support through interventionists and additional professional development for strategies to incorporate with below level readers.

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

NOTE: The Early Warning Systems section and this corresponding question are no longer required to be completed for grades 9-12 for the State SIP, per the Florida Department of Education.

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

1. Increase in levels of Proficiency in Reading for grade 9
2. Increase in levels of Proficiency for SWD for all grade levels (9,10)
3. Increase in levels of Proficiency for ELL for all grade levels (9,10)
4. Increase in levels of Proficiency for Hispanic Students for all grade levels (9,10)

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.

Based on the scores of Spring 2022; the category of SWD earned a 28% proficiency in ELA,. SWD students earned a 21% proficiency in math.

Somerset Key has performed below the 41% over the past three years with limited learning gains for student growth.

Measurable Outcome:

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

By June 2024, the SWD subgroup will increase its proficiency in reading from 28% to 40% and in math, increase its proficiency from 21% to 32%.

Monitoring:

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

Somerset Key will adjust the delivery of push in and pull-out services for SWD students. in addition to the small groups within the classrooms, the ESE teacher will work with additional groups to support specific areas in both math and reading. This additional time with specific grade level benchmarks and skills, will allow students to receive customized support towards provide in mastering the fundamentals necessary for on-grade level work.

Person responsible for monitoring outcome:

Samantha Franconeri (sfranconeri@somersetkey.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.)

Explicit instruction in phonics, vocabulary and comprehension. Differentiated learning through learning stations, computer-based instruction, hands-on-math and real-world problem solving will also allow equitable access to both the reading and the mathematics standards and curriculum.

Monthly progress monitoring for ESE students, test items and specifications based on specific benchmarks by grade level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Somerset Key's SWD students' FSA scores in Mathematics (Algebra I and Geometry) are below the District and State averages for the past three years. These students require differentiated instruction and additional support in order to access the curriculum and the standards. By providing the above-mentioned strategies, we are confident that the SWD students will improve their proficiency levels.

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.

Monitoring small group progress thorough ESE teacher for student mastery. This includes data chats, review of student records, service logs and student interviews(quarterly).

Person Responsible: Samantha Franconeri (sfranconeri@somersetkey.com)

By When: Bi-weekly check ins to monitor progress and adjust intervention and strategies as needed.

#2. ESSA Subgroup specifically relating to English Language Learners

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.

Based on the scores of Spring 2022; the category of ELL earned a 22% proficiency in ELA. In the area of math, students in the category of ELL earned a 19% proficiency in math. Somerset Key has performed below the 41% over the past three years with limited learning gains for student growth.

The underperforming subgroup, ELL, was identified as a crucial need, because they received 22% of the Federal Percent of Points Index, which is below the 41% needed to meet state performance levels.

Measurable Outcome:

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

By May 2024, the percentage of ELL students will increase to 41% or above the Federal Percent of Points Index as measured by FAST ELA.

Monitoring:

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

For progress monitoring, results from PM1 and PM2 will be analyzed, data chats will be conducted with teachers and students and classroom observations will be conducted and student grades will be monitored.

Person responsible for monitoring outcome:

Samantha Franconeri (sfranconeri@somersetkey.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.)

SIOP strategies will be utilized to infuse academic language support and acquisition strategies as the students are working on grade level curriculum. Additionally, pull-outs will be conducted by the ESOL Coordinator to provide additional support in language and vocabulary strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

ELL students are working on language acquisition skills while working on grade level. Students work additionally with their intensive reading class in language skills with translation support. Students need additional support with academic language and vocabulary strategies to help with comprehension and analysis.

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.

Review the ELL Plan.

Person Responsible: Samantha Franconeri (sfranconeri@somersetkey.com)

By When: PM1: October 24, 2023 PM2: January 31, 2024 Review student grades and provide targeted support

#3. ESSA Subgroup specifically relating to Hispanic

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.

The underperforming subgroup, ELL, was identified as a crucial need, because they received 34% of the Federal Percent of Points Index, which is below the 41% needed to meet state performance levels.

Measurable Outcome:

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

By June 2024, the Hispanic subgroup will increase to 41% or above the Federal Percent of Points Index as measured by FAST ELA.

Monitoring:

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

For progress monitoring, results from PM1 and PM2 will be analyzed, data chats will be conducted with teachers and students and classroom observations will be conducted, and student grades will be monitored.

Person responsible for monitoring outcome:

Samantha Franconeri (sfranconeri@somersetkey.com)

Evidence-based Intervention:

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

The evidenced based strategies to be utilized will include differentiated instruction, push-ins, pull-outs, and after school tutoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Non proficient Hispanic students require differentiated instruction and additional support in order to access the curriculum and the standards.

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

#4. Positive Culture and Environment specifically relating to Other

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 Key takes great pride in promoting a positive school culture. Over the past two school years, the school has undergone positive changes despite the aftermath of the COVID 19 virus and return to live instruction. During this time, the school had to rebuild relationships with students and staff since on-line learning had become the normal. Without the daily interactions of traditional school, this component was missing at Somerset Key when everyone returned to the building. All relationships had to be rebuilt since over a year's time had passed and all programs were starting from group zero.

The 2019-2020 academic year was a challenging year due to the social-emotional challenges of the students and families which attend Somerset Key. These include but are not limited to: homelessness, poverty, transient students who don't have stability in the home or in a particular school, social isolation, bullying, depression, co-dependence and relationship issues.

Measurable Outcome:

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

By Spring of 2024, Somerset Academy Key will have 90% improvement of attendance, encouragement and sense of belonging as well as provide student support in promoting rate for staff and students. Staff and students with regular attendance are able to contribute to promoting a rigorous, relevant and coherent standards based curriculum that supports the achievement of academic standards.

Monitoring:

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

Through the use of school surveys(staff) and student surveys (through their Google classroom or exit tickets); school administrators are able to gain a pulse as to the satisfaction of lessons as well as student and employee morale.

Person responsible for monitoring outcome:

Samantha Franconeri (sfranconeri@somersetkey.com)

Evidence-based Intervention:

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

The evidenced based strategies we will implement will be increased mentorship opportunities for students, monitor attendance data(for both students and staff).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were selected because each one has proven to be successful in increasing student attendance.

-Mentorship - students are more likely to attend school when they feel connected to caring adults who notice whether they show up. This hold the teacher accountable in their attendance since they have students that are depending on them to attend daily.

-Monitoring Attendance - helps to identify which and how many students and or teachers have so many absences they require some form of early intervention. For the teacher, progress through benchmark and FAST assessments for overall student performance.

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.

Monitor student and teacher attendance weekly to ensure appropriate mentors are assigned and followed up with.

Person Responsible: Samantha Franconeri (sfranconeri@somersetkey.com)

By When: Bi-weekly beginning August 2023- June 2024; the student and teacher attendance will have improved by 50% from the 202-23 school year.

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).

Funding requests are brought to School Advisory Council (SAC) meetings and discussed. Rationales for the requests and supports are provided at the meeting. The SAC then has open discussion on the requests. Voting to approve or deny the funding requests is made at the next meeting.

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.

School staff and parents/guardians jointly develop the plan. It includes yearly objectives and activities that will be implemented at the school level. The plan can be accessed electronically at <https://www.somersetkey.com/>

The plan is shared annually at the SAC meetings. (Fall and Winter) for parent feedback and revisions if needed. Community members include but are not limited to City of Deerfield Beach employees, surrounding businesses that are partners with the school and are invited to these meetings via email, flyer or telephone call within a 10 day window.

Hard copies of the plan are made available in the main office and are translated into Spanish, Portuguese and Haitian Creole for families that speak a second language.

When requesting feedback from parents regarding the SIP, the school sends home flyers encouraging parents to attend SAC meetings in addition to parent Links. For parents that cannot attend, they are able to submit their feedback through email, telephone call or unperson conference with any member of the administrative team. The teachers also assist with parent email blasts, notifications through digital apps and phone calls encouraging families to share feedback at the SAC meetings and other school events.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Somerset Academy Key High School will engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school's program is exempt from statutory or regulatory provisions, the school may use that process, if such process includes an adequate representation of parents of participating children [Sections 1116(c)(3), 1114(b)(2), and 1116(a)(2)(B)].

Somerset Key will coordinate and integrate parental involvement activities through School Advisory Councils where parents and families can gain insight and information on various Title I activities happening at the school and throughout the county. Parents and families will also be encouraged to provide input as to how Title I funding is used the implementation of Title I Parent and Family Engagement Activities. Parents will also compete and annual evaluation of the Title I parent and Family Engagement Program at the school.

Somerset Academy Key High School will schedule meeting to be held at various times during the day or evening to better accommodate parents. Our school will hold an orientation for parents at each grade level to inform them about the school's participation in the Title program and to encourage parents to be involved with reviewing and revising the school's Title I Plan.

Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of student test scores and explanation of the interventions, extended learning opportunities, or additional support teachers are using to assist the child in reading achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating home to school parent efforts and explanation of homework and grading procedures. The school will offer parents a special workshop each year to provide an explanation of statewide assessment systems, standards, and other accountability measures. In addition, the school will host several literacy, and other content trainings with childcare.

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)

In the category of SWD; students scored 28% in ELA achievement and had 29% in ELA learning gains. SWD students were not represented in the lowest 25%. For the Math component, SWD students scored 21% proficient with 33% learning gains. The Lowest 25% earned 20% learning gains in the area of math.

In the category of ELL; students scored 22% in ELA achievement and had 42% in ELA learning gains. ELL students in the lowest 25% had 39% learning gains in the category of ELA. For the math component, ELL students scored 19% in math achievement and had 38% learning gains. the lowest 25% had 43% learning gains in math.

In the category of Hispanic students, scored 34% in ELA achievement and had 39% in ELA learning gains. Hispanic students in the lowest 25% had 32% learning gains in the category of ELA. For the math component, Hispanic students scored 23% in math achievement and had 40% learning gains. the lowest 25% had 44% learning gains in math.

Somerset Key will adjust the delivery of push in and pull-out services for SWD, ELL and Hispanic students. in addition to the small groups within the classrooms, the ESE teacher will work with additional groups of SWD to support specific areas in both math and reading. Somerset Academy Key instructional coaches will work with teachers on enhancing their delivery of instruction through a variety of workshops designed to move teachers to mastery and improved student achievement. Somerset Key will provide these groups of students with interventions, afterschool tutoring programs, and supplemental resources to help increase overall academic achievement outcome.

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))

Title I Part A funds will be used within our school to provide parent programs, additional classroom support through interventions as well as student incentives. Services will be coordinated through the administrative team with the support of classroom teachers.

Title I part C funds will be used within our school to provide parent and student support for families in transition from non-US countries to become established within the community. Additional classroom support through bi-lingual resources and forms provided in their home language will be available for both parents and students.

Title I Part D funds will be used within our school to provide parent and student resources for counseling and mental health referrals to attempt to resolve non-attendance issues and family conflicts. Free and Reduced Meal programs and enrollment, as well as uniforms and school supplies will be included in this support program.

Title III ESOL funds will be used with our school to provide parent and student support for families in transition from non-US countries to become established within the community. Additional classroom support through bi-lingual resources and forms provided in the home language are available for both parents and students.

Title X Homeless funds will be used with our school to provide parent and student resources for counseling and mental health referrals to attempt to resolve non-attendance issues as well as family conflicts. Free and Reduced Meal programs and enrollment, uniforms and school supplies will be included in this support area. Families may be referred to the HEART program within Broward County.

Supplemental Academic Instruction funds will be used within our school to provide student support within classrooms through intervention programs. Interventions will be provided in both mathematics and reading classrooms based on student needs in order to attain proficiency. Services will be provided

through interventionists within the classrooms.

Violence Prevention funds will be used with our school to provide parent and student resources for counseling and mental health referrals to attempt to resolve student and family issues and conflicts. Awareness assemblies will be presented school wide bi-quarterly.

Title I Part D funds will be used within our school to provide parent and student resources for counseling and mental health referrals to attempt to resolve no-attendance issues and family conflicts. Free and Reduced Meals and the School Lunch Application for enrollment are part of Somerset Academy Key's Nutrition Program.

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))

The school counselor at Somerset Academy Key works with staff and the community to provide support for students, ensuring they are safe and healthy and promoting life skills such as education, character development, social skills, making friends, alternatives to peer pressure, and managing stress.

The school counselor leads the Peer Counseling course which provides high school students to act as mentors to fellow students. This course allows high school students to develop and demonstrate knowledge of the functions and responsibilities of peer facilitators (e.g., listening, confidentiality, team building, conflict resolution, intervention).

Demonstrate awareness of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.

Demonstrate knowledge of basic human needs (e.g., food, clothing, shelter, recognition, development, security, identity) and the ways in which they can be met while developing group cohesion.

Demonstrate use of basic facilitative communication skills (e.g., listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).

Identify own feelings and needs and communicate them in a positive way.

Demonstrate awareness of leadership styles (e.g., authoritarian, democratic, permissive).

Demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and steps to resolution (i.e., set rules, gather perspectives, identify needs and goals, create and evaluate options, and generate agreement)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

In addition, the school counselor holds quarterly workshops by grade level to ensure that all high school students understand what their expectations are to fulfil the standard 14 credit diploma.

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 school counselor at Somerset Academy Key utilizes resources such as guest speakers in the areas of career development and post-secondary learning to provide students with hands on lessons and strategies to help students understand the relationship between personal qualities, education and training, and the world of work.

Through individual meetings with the students in grade 9-12, the school counselor reviews and advises what level of progress the student is at towards graduation. Based on their progress and interests, she is able to advise and provide resources on career awareness and exploration, goal setting, high school graduation facts, scholarship opportunities, and the use of future-planning tools.

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 Key use the MTSS, Response to Instruction and Intervention (Rtl), and Positive Behavioral Interventions and Supports (PBIS) frameworks to align support for students that need additional supports within their academic day to systematically address their needs.

MTSS encompasses all the academic, behavioral, and social-emotional demands of learning. The MTSS team meets monthly to review students that are performing below grade level with interventions to determine if they need additional support. By collaborating in best efforts to support all learners and ensure equitable access to a robust, high-quality education. MTSS provides the structure for the school to prioritize the academic and behavioral needs of all students, including our Students with Disabilities (SWDs), students with advanced learning needs, and English Language Learners (ELL).

Following the identification of instructional or behavioral needs, the school proposes increased levels of instructional intensity and time. The MTSS team applies and implements through teachers and interventionists, the integration of a student support framework into one coherent system. This includes high-quality, standards-based instruction and intervention that is matched to students' academic, behavioral and social needs to maximize the impact on student outcomes.

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 Key participates in Title II Professional Development Plans annually through the Doral Leadership Institute supported through Academic networks. This provides all teachers, administrators and support staff the opportunities to earn professional development points towards certification. In addition, the teachers are able to register in PD courses in Doral LAB to earn their endorsements in Reading, ESOL, and Gifted.

Somerset Academy Key provides additional on-site opportunities for Professional Learning to support teachers in their content areas. Through the guidance of the literacy and mathematics coaches, teachers work with the instructional coaches on best practices on strategies for remediation. The instructional coaches deliver monthly professional development in the areas of data, student accountability, differentiated instruction, classroom management and school/home relationship building.

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))

Non-applicable, Somerset Academy Key serves grade 6-12 and does not have a Head Start component on the campus.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
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2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Hispanic	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$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