

Broward County Public Schools

Somerset Academy Key Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Academy Key Middle School

959 SE 6TH AVE, Deerfield Beach, FL 33441

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 Key Middle School sets high academic and social expectations that together lead to the successful development of our students and provides each child the opportunity to be prepared to become leaders in an ever-changing society.

Somerset Academy Key agrees to:

Be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parent involvement means the participation of parents in regular two-way and meaning communication involving student academy learning and other school activities ensuring:

(A) Parents play an integral role in assisting their child's learning

(B) Parents are encouraged to be actively involved in their child's education at school

(C) Parents are full partners in their children's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their children

(D) The carrying on of other activities, such as those described in Section 1118 of ESEA

Involves the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Jointly develop/revise with the parents the school parental involvement plan to the local community

Jointly conduct with the involvement of parents, an annual evaluation of the content and its effectiveness of the school's parental involvement policy

Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise if necessary, the school's parental involvement policy

Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers(PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida(FND) and PIRC at the University of South Florida(USF)

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	<p>The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data.</p>
Franconeri, Samantha	Assistant Principal	<p>The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p>
Edmond, Orkisha	Instructional Coach	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
Castro, Melissa	Math Coach	<p>The Mathematics Coach will provide personalized support that is based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content-focused mentoring, coaches will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p>
Reid, Courteria	School Counselor	<p>To implement a process to help students discover and develop their best talents for personal happiness and social usefulness.</p> <ul style="list-style-type: none"> • Attend monthly guidance directors' meetings. • Coordinate the school level pupil personnel services with community services. • Coordinate the school standardized testing program, orientation program for new students, school surveys, graduation requirements and articulation programs. • Administer evaluation instruments to research the effectiveness of an on-going guidance program; administer a guidance counselor work schedule with facilitates parents, student and teacher conferences. • Select, distribute and provide in-service materials to teachers and guidance counselors for use in group guidance activities. • Act as a resource person to all curriculum areas, including career education and drug education. • Organize a guidance counseling schedule which provides for educational counseling for course selection by students. • Assemble and maintain up-to-date information concerning educational and occupational possibilities. • Publish a curriculum guide for all students and parents on course selections. • Administer the College Night Program (High Schools). • Provide in-service training for the register. • Coordinate the exceptional education program with regard to staffing and placement of students. • 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
Velazquez, Melissa	Other	<p>Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. • 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.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	73%
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)

<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	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	0	0	0	0	0	0	6	11	8	25
One or more suspensions	0	0	0	0	0	0	7	3	2	12
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	11	0	0	11
Course failure in Math	0	0	0	0	0	0	2	3	0	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	38	51	40	129
Level 1 on statewide Math assessment	0	0	0	0	0	0	48	40	34	122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	78	87	70	235

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	38	10	22	70

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

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

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

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

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

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	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*	45	53	49	39	54	50	35		
ELA Learning Gains				56			45		
ELA Lowest 25th Percentile				54			42		
Math Achievement*	36	56	56	36	41	36	22		
Math Learning Gains				50			22		
Math Lowest 25th Percentile				63			33		
Science Achievement*	22	50	49	19	52	53	21		
Social Studies Achievement*	49	67	68	50	63	58	35		
Middle School Acceleration	38	70	73	33	51	49	39		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	56	42	40	57	74	76	55		

** 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	246
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	4	3
ELL	30	Yes	1	1
AMI				
ASN				
BLK	32	Yes	1	
HSP	38	Yes	1	
MUL				
PAC				
WHT	54			

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%
FRL	41			

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	27	Yes	3	2
ELL	43			
AMI				
ASN				
BLK	42			
HSP	45			
MUL				
PAC				
WHT	51			
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	45			36			22	49	38			56
SWD	29			18			14	31			4	
ELL	33			29			8	37	18		6	56
AMI												
ASN												
BLK	37			23			13	45	40		5	
HSP	45			40			21	40	26		6	58
MUL												

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
PAC												
WHT	56			49			30	79			4	
FRL	44			35			19	50	38		6	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	39	56	54	36	50	63	19	50	33			57
SWD	11	37	34	15	40	39	4	36				
ELL	31	53	49	35	48	63	9	42				57
AMI												
ASN												
BLK	32	60	59	24	45	52	11	49				
HSP	36	49	50	37	49	72	20	50	21			61
MUL												
PAC												
WHT	57	65		51	62		25	47				
FRL	38	57	55	36	50	61	16	51	30			47

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	35	45	42	22	22	33	21	35	39			55
SWD	10	21	15	7	23	35		20				
ELL	20	37	48	17	24	46	13	26				55
AMI												
ASN												
BLK	32	40	41	19	17	23	24	17	56			
HSP	34	48	47	21	25	38	15	33	24			56
MUL												
PAC												
WHT	39	46	27	30	21	42	18	59				
FRL	36	46	43	23	21	32	21	35	39			59

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	50%	49%	1%	47%	3%
08	2023 - Spring	39%	49%	-10%	47%	-8%
06	2023 - Spring	33%	50%	-17%	47%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	30%	54%	-24%	54%	-24%
07	2023 - Spring	44%	51%	-7%	48%	-4%
08	2023 - Spring	49%	46%	3%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	9%	38%	-29%	44%	-35%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	48%	17%	50%	15%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	63%	13%	63%	13%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	64%	-19%	66%	-21%

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 component from the 2021-22 school year showed that the lowest performance was in the ESSA Category of SWD (Students with Disabilities). Student scored 11% in ELA achievement and had 37% in ELA learning gains. SWD students in the lowest 25% scored 34% in learning gains. For the Math component, SWD students scored 15% proficient with 40% learning gains. The Lowest 25% earned 39% learning gains.

Over the past three years, the data shows that the subgroups of Black, Hispanic and White students have decreased in both reading and math achievement. 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. Students did not test for the 2020-21 school year.

2021-22 School Year Reading Proficiency: BLK 32% (2018-19 42%), HSP 36% (2021-2022) 43%(2018-19) and WHT 57%(2021-22); 60%(2018-19). For the 2021-22 school year Math Proficiency BLK: 32%(2018-19-30%), HSP 36%(2018-19-39%) and WHT 57%(2018-19-52%).

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 social studies achievement. For the 2021-22 school year, students scored 50% proficiency, this was an 18% decrease from the 2018-19 school year where the proficiency rate was 68%.

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 from the reading classes and live intervention groups students did not have the additional support they need to work with the text-based content of Civics. Reading scores also decreased from the 2018-19 to the 2021-22 school year.

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 science achievement with a 30% difference. The school average is 19% proficient in comparison to the state's 49%.

The data component that had the greatest gap when compared to the state average was student proficiency on the grade 8 NGSS Science Assessment. The state average was 49% and only 19% of Somerset Key Middle School students met proficiency. 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?

When analyzing Progress Monitoring (PM) data for FAST, students in grades 6-8 scoring a Level 1 was 50% and only decreased by 1% to PM 2. 49% of students scored Level 1 for PM 2. By PM 3, the school had improved to 34% of all students in grades 6-8 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.

Math showed a decrease of level 1 students from PM 1 to PM 3. PM 1 math showed 61% of the students to be at level 1. PM 2 math showed 47% of the students to be at level 1. PM 3 math showed 30% of the students to be at level 1. Math teachers received professional development during pre-planning week to introduce the newly adopted curriculum. Led by their department chair, the middle school math team worked together to improve their pacing guide with increased interventions through both IREADY and small groups. This way, the teachers could track their student progress and adjust as need for them to be successful on PM3.

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

Two potential areas of concern on the Early Warning Systems data are the number of students scoring a Level 1 on statewide ELA and the number of students with a substantial reading deficiency (Rule 6A-6.0531)

The total number of students in grades 6,7 and 8 scoring a Level 1 on the ELA assessment was 129 for the 2022-23 school year.

Students in grades 6,7 and 8 that have been identified with a substantial reading deficiency across grade 6,7 and 8 was 235 for the 2022-23 school year.

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

1. Increase in levels of Proficiency in Reading for all grade levels (6,7 and 8).
2. Increase in levels of Proficiency for SWD for all grade levels (6,7 and 8).
3. Decrease in number of students identified with a substantial reading deficiency in all grades (6, 7 and 8).
4. Increase in levels of Proficiency in Mathematics for all grade levels (6,7, and 8).

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 11% proficiency in ELA, below the state(23.7) and district(25.2%) . In the area of math, students in the category of SWD students classified as SWD earned a 14.8% proficiency; below the state(28%) and the district(27.6%).

Students classified as SWD for Spring 2023, increased to 12% in ELA proficiency and decreased to 24% 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 12% to 17% and in math, increase its proficiency from 24% to 30%.

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 and Science 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. 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.

With 90% attendance rate, staff and students will be on campus to support the goal of high quality instruction provided by the classroom teacher and the student is present when lessons are being delivered.

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.)

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 and employee morale.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 and employee morale.

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.

Bi-weekly surveys, observations and classroom visits to check in on the pulse of the school as to how it is reacting to the lessons, activities and attendance of the staff and students.

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

By When: Monthly, school administration will review the surveys to plan and determine improvement of attendance and positive changes within the classrooms and school morale.

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.

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)

SWD Focused Area 1: Based on the scores of Spring 2022; the category of SWD earned a 11% proficiency in ELA, below the state(23.7) and district(25.2%) . In the area of math, students in the category of SWD students classified as SWD earned a 14.8% proficiency; below the state(28%) and the district(27.6%). Students classified as SWD for Spring 2023, increased to 12% in ELA proficiency and decreased to 24% proficiency in math.

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

By June 2024, the SWD subgroup will increase its proficiency in reading from 12% to 17% and in math, increase its proficiency from 24% to 30%.(Measurable)

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(Monitoring)

Positive School Culture and Environment Focus Area 2: 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.

3. With 90% attendance rate, staff and students will be on campus to support the goal of high quality

instruction provided by the classroom teacher and the student is present when lessons are being delivered.

4. 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 and employee morale.

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 middle school students who are struggling and in need of peer support.

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 middle school students are on track for high school promotion and to ensure that students understand what their expectations are to be promoted to grade 9.

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 (RtI), 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 6-8 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
2	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