Somerset Academy, The Dr. Bernard Kimmel Campus School

2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Academy, The Dr. Bernard Kimmel Campus

4696 DAVIS RD, Lake Worth, FL 33461

http://www.jfkcharterschool.com/

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/10/2023.

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 JFK is a public school of choice, where the highly qualified teachers and staff promote 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.

At Somerset Academy JFK our vision is to empower 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
Santiago, Lisa	Principal	School safety and security Teaching and learning Financial/fiscal responsibility Maintenance and plant operations Parent/family engagement and involvement Professional development All other duties assigned The Principal will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. The principal will reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning
Bachmann, Camille	Teacher, ESE	ESE contact ESE teacher Academic leadership team member CRISIS team member School based team leader The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc
DeRosa, Sarah	School Counselor	Counseling services/mental health counseling 504 designee Academic leadership team member CRISIS team member School based team member Parent/family engagement and involvement

Name	Position Title	Job Duties and Responsibilities
		Professional development All other duties assigned The Guidance Counselor supports and educates elementary and middle school students through a well-prepared counseling program. She serves as the facilitator for the attaining of students' academic or career goals, and assists them in developing their social and mental capacity. She conducts group or individual counseling sessions to assist students with problems or concerns. The goal is to enable the students to become mature and well-functioning adults.
Hermele, Nelly	ELL Compliance Specialist	ESOL contact ESOL teacher Academic leadership team member CRISIS team member School based team member The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.
Lang-Mackendrick, Deborah	Teacher, K-12	Grade K team leader Academic leadership team member Grade Level Leads provide organizational leadership and support to all teachers within their grade level to ensure the grade level team meets ambitious student achievement goals. Collaboration among teachers and administrators is critically important to a school's culture. In addition to serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Leads lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities.
Mayne-Gooden, Samantha	Teacher, K-12	Grade 3 team leader Dean of Discipline Assessments Coordinator

Name	Position Title	Job Duties and Responsibilities
		Academic leadership team member School based team member Grade Level Leads provide organizational leadership and support to all teachers within their grade level to ensure the grade level team meets ambitious student achievement goals. Collaboration among teachers and administrators is critically important to a school's culture. In addition to serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Leads lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities. As the Dean of Discipline, she promotes positive behavior expectations throughout the school and administers student discipline consequences in accordance with Palm Beach Count School District's student progression plan. The Dean creates an environment where interactions with students are positive and respectful. As the Assessments Coordinator, she trains the staff to be efficient test coordinators and test proctors, distributes and collects test materials, analyzes test results, and presents information to various stakeholder groups within the school community.
Ramsey, Amanda	Teacher, K-12	Grade 5 team leader Safety Patrol Sponsor Academic leadership team member Grade Level Leads provide organizational leadership and support to all teachers within their grade level to ensure the grade level team meets ambitious student achievement goals. Collaboration among teachers and administrators is critically important to a school's culture. In addition to serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Leads lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities. As the Safety Patrol sponsor, she assists in establishing criteria for operation of a school safety patrol; establishes selection/dismissal procedures for students serving on the patrol; provides leadership as needed to maintain an effective, safety-oriented patrol; serves as liaison for the school with parent groups and is an advisor for parent/school fund-raising activities which benefit the patrol.; and serves as a liaison for the school with Officer Friendly especially on matters pertaining to the patrol and the annual trip to Washington, D.C.

Name	Position Title	Job Duties and Responsibilities
Kyle, Holden	Teacher, K-12	Athletic Director Middle School team leader Academic leadership team member Grade Level Leads provide organizational leadership and support to all teachers within their grade level to ensure the grade level team meets ambitious student achievement goals. Collaboration among teachers and administrators is critically important to a school's culture. In addition to serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Leads lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities.

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.

We held a Title I Comprehensive Needs Assessment (CNA) meeting with all stakeholders on March 2, 2023, as well as a School Advisory Council (SAC) meeting with all stakeholders on March 28, 2023, to discuss PM2 results and how we could improve test scores with students in the ESE, ELL, lowest 25% categories for the following school year. As a result, stakeholders agreed to continue with the plan to employ the reading interventionists and add a math interventionists. There was also support for the parent universities that were held last year, including mental health awareness, literacy/math night and assessment workshop. The advisory council made sure to include these plans in the 2023-2024 school improvement plan by utilizing Title I and UniSIG funds to achieve the goals set by the council.

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))

The 2023-2024 School Improvement Plan is scheduled to be monitored in an ongoing fashion through the School Advisory Council (SAC), with specific data collected by the school leadership team at specific intervals immediately following the administration and data collection of the FAST PM 1 administration in the Fall, the FAST PM 2 administration in the Winter and the FAST PM 3 administration in the Spring. Concurrently, iReady Diagnostic 1 administration in the Fall, Diagnostic 2 administration in the Winter and Diagnostic 3 administration in the Spring will be analyzed and discussed. The School Advisory Council and school leadership team will then make determinations whether the SIP needs to be adjusted to meet the needs of our students during Title I and SAC meetings throughout the school year.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Asian Students (ASN) 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: D 2019-20: B 2018-19: B 2017-18: C
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	3	2	0	0	0	0	1	1	3	10
One or more suspensions	0	4	3	7	7	7	13	14	15	70
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide ELA assessment	0	0	0	28	18	24	13	16	20	119
Level 1 on statewide Math assessment	0	0	0	28	23	16	22	21	10	120
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	28	18	24	13	16	20	119

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	5	4	5	9	11	34

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	9	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	7	7	3	5	3	6	4	3	48
One or more suspensions	2	1	0	0	0	0	3	2	6	14
Course failure in ELA	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide ELA assessment	0	0	0	38	30	22	24	31	41	186
Level 1 on statewide Math assessment	0	0	0	50	42	43	46	63	49	293
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	6	7	5	4	4	32

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	1	2	4	1	1	3	1	4	17

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	4	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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 days	10	7	7	3	5	3	6	4	3	48
One or more suspensions	2	1	0	0	0	0	3	2	6	14
Course failure in ELA	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide ELA assessment	0	0	0	38	30	22	24	31	41	186
Level 1 on statewide Math assessment	0	0	0	50	42	43	46	63	49	293
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	6	7	5	4	4	32

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	1	2	4	1	1	3	1	4	17

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	4	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	49	53	42	52	55	43		
ELA Learning Gains				47			47		
ELA Lowest 25th Percentile				35			31		
Math Achievement*	42	51	55	30	45	42	31		
Math Learning Gains				42			33		
Math Lowest 25th Percentile				40			33		
Science Achievement*	37	46	52	21	48	54	38		
Social Studies Achievement*	53	63	68	34	57	59	27		
Middle School Acceleration		68	70		51	51	64		
Graduation Rate		73	74		38	50			
College and Career Acceleration		39	53		62	70			
ELP Progress	48	53	55	70	64	70	35		

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)	CSI
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	245
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	4	2
ELL	20	Yes	2	1
AMI				
ASN				
BLK	42			
HSP	37	Yes	2	
MUL				
PAC				
WHT	44			
FRL	38	Yes	2	

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	28	Yes	3	1
ELL	32	Yes	1	
AMI				
ASN	73			
BLK	39	Yes	1	
HSP	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	52			
FRL	37	Yes	1	

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	42			42			37	53				48
SWD	21			17			13				5	21
ELL	14			25			8	18			6	48
AMI												
ASN												
BLK	44			38			36	59			6	55
HSP	38			42			36	36			6	45
MUL												
PAC												
WHT	50			46			36				3	
FRL	39			38			35	49			6	51

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	42	47	35	30	42	40	21	34				70
SWD	16	39	30	10	32	29	0					64
ELL	20	41	36	17	35	42	9	20				70
AMI												
ASN	64			82								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	40	42	48	23	37	29	19	31				84
HSP	40	50	26	29	46	44	8	30				67
MUL												
PAC												
WHT	53	52		42	56		55					
FRL	39	46	34	27	40	36	17	28				70

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	43	47	31	31	33	33	38	27	64			35
SWD	17	30	20	16	34	29	17					15
ELL	30	40	35	28	33	32	24	13				35
AMI												
ASN												
BLK	36	41	21	22	31	29	14	25				23
HSP	41	46	39	32	31	32	45	20				41
MUL												
PAC												
WHT	61	67		45	37							
FRL	39	43	28	27	30	30	28	23	50			35

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	56%	-11%	54%	-9%
07	2023 - Spring	53%	48%	5%	47%	6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	47%	47%	0%	47%	0%
04	2023 - Spring	40%	58%	-18%	58%	-18%
06	2023 - Spring	49%	45%	4%	47%	2%
03	2023 - Spring	21%	48%	-27%	50%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	21%	54%	-33%	54%	-33%
07	2023 - Spring	43%	36%	7%	48%	-5%
03	2023 - Spring	25%	57%	-32%	59%	-34%
04	2023 - Spring	40%	52%	-12%	61%	-21%
08	2023 - Spring	63%	65%	-2%	55%	8%
05	2023 - Spring	55%	56%	-1%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	35%	46%	-11%	44%	-9%
05	2023 - Spring	39%	51%	-12%	51%	-12%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	65%	-16%	66%	-17%

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.

ELA scored at 42%, Math scored at 42% and Science scored at 37% proficiency are the lowest performance areas as evident by FAST for grades 3-8 and Statewide Science Assessment (SSA) for grades 5 and 8.

A vital area of concern is the number of level 1 students on the newly administered statewide assessments and the number of 3rd grade students not reading at proficiency to be promoted to the next grade level. Our focus is to increase learning gains and achievement across all grade levels. i-Ready data results in K-5 indicate a high number of students scoring below grade level in pre-reading skills (phonemic awareness, phonics, and vocabulary).

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

No data component declined from the year prior. In fact, all FAST Math and SSA scores demonstrated a significant improvement as compared to the previous year's (2021-2022) data. Our ELA Achievement score remained the same at 42% proficiency, resulting in an additional focus on instructional strategies and support for -ELA in grades K-8.

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 FLDOE Know your data site has calculated the state average for 5th and 8th grade students' proficiency (indicated by a score of 3 or above) on the Statewide Science Assessment (SSA) to be 48%, which exceeds the school's passing rate of 37%. Although the rate is below the state average, this still indicates a more than 10 point increase from the year prior, as the proficiency score was 21%, and the school is working on closing that gap, by providing more hands-on lab activities and after school tutoring opportunities.

Similarly, the state average for Civics EOC for 7th graders was calculated at 66%, which exceeds the school's passing rate of 49%. Again, although this rate is below the state average, this was an increase of more than doubling the previous year's passing rate for 7th grade students, as the proficiency score was 34%, and the school is continuing to work to close that gap as well, through online digital licenses to Nearpod and provide after school tutoring opportunities.

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

Math improved to 47% proficiency, Science improved to 37% proficiency, and Civics improved to 49% proficiency. New actions we took at school was employing a Math Coach to assist with curriculum and teaching strategies in all grade levels. We also employed a Literacy Coach and four Reading Interventionists to provide small reading pull-out groups with struggling students. Lastly, we incorporated more minutes spent weekly on the i-Ready program and provided weekly afterschool tutoring for free to all students from October-April.

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

In reviewing the data, FAST data for ELA, FAST data for Math, and SSA as well as Civics EOC were all areas of concern due to the fact that as a whole, students tested below a 50% proficiency rate. However, there were fluctuations between grade levels indicating that students in 5th grade were at a higher proficiency rate than students in third grade, for example. This indicates a need to focus attention not only on the third grade instruction this current year, but also for the fourth grade cohort that is entering with gaps and lower proficiency levels.

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

1. ELA - provide more support to struggling readers (ESE, ELL, lowest 25%); utilize reading interventions and interventionists to support the core classroom instruction.

2. Math - employ a math interventionist to provide small pull-out groups with struggling students with the goal of closing knowledge gaps to improve proficiency rates

3. Science - provide more hands-on learning activities to increase the SSA proficiency rates

4. Civics - utilize more online resources and provide afterschool tutoring to continue to upward trend on Civics EOC

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

#1. Instructional Practice specifically relating to ELA

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.

ELA proficiency was identified as a critical need based on FAST data. Somerset Academy JFK had an ELA Achievement score of 42% in Grades 3-8. Student achievement in reading impacts student's overall achievement and academic success in all core content areas. If we focus on standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the school's mission and vision.

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

After instruction in reading and based on the school's 2023-24 goals for English Language Arts, students in Grades 3-8 - 60% of students will demonstrate readiness to enter the next grade level by scoring at or above proficiency on the Progress Monitoring 3 assessment.

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

This area of focus will be monitored by analyzing i-Ready diagnostic data and Progress monitoring assessments 1 & 2 to determine trends and deficiencies. Targeted intervention will occur based on patterns of deficiencies identified. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

Our monitoring strategies include:
Review of Lesson Plans, i-Ready Data Analysis, Classroom walkthroughs, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

Person responsible for monitoring outcome:

Lisa Santiago (lsantiago@somersetjfk.com)

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

All teachers will implement the B.E.S.T standards and research-based teaching instruction, such as guided reading and small group differentiated instruction aligned with best practices for meeting the diverse needs of all students to increase ELA achievement and learning gains. Online resources, such as i-Ready and Achieve3000 will be used to further develop foundational reading skills in Grades K-8.

1. Incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and product.

2. Afterschool tutoring programs to ensure learning supplemented with additional resources and teacher support.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively

unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing i-Ready data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.

2. Students who participate in the afterschool tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

3. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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?

Yes

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.

1. Small group instruction using guided reading aligned to student data
2. Fluency and comprehension instruction and progress monitoring including core reading instruction that adheres to the rigor of the B.E.S.T Standards
3. Modeling specific skills for students to master during core reading instruction, differentiated small group instruction, and core writing instruction through the use of Top Score Writing Workshop Curriculum
4. Teacher and student data chats twice per quarter
5. Provide After-School Tutoring sessions for lowest 25%
6. Appropriate use of technology to support instruction, including Achieve300 6-8 and i-Ready Magnetic K-5 lessons to remediate Tier II and Tier III skills daily
7. Teachers will analyze student data to determine strengths and weaknesses in content area

Person Responsible: Lisa Santiago (lsantiago@somersetjfk.com)

By When: Progress will be monitored throughout the 2023-2024 school year, at each FAST PM administration.

#2. Instructional Practice specifically relating to Math

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.

Math proficiency was identified as a critical need based on FAST data. Somerset Academy JFK had an Math Achievement score of 42% in Grades 3-8. Student achievement in math impacts student's overall achievement and academic success in most core content areas. If we focus on standards-based instruction to increase learning gains in school-wide Math, then we will increase student achievement and ensure alignment to the school's mission and vision.

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

After instruction in math and based on the school's 2023-24 goals for Math, students in Grades 3-8 - 60% of students will demonstrate readiness to enter the next grade level by scoring at or above proficiency on the Progress Monitoring 3 assessment.

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

This area of focus will be monitored by analyzing i-Ready diagnostic data and Progress monitoring assessments 1 & 2 to determine trends and deficiencies. Targeted intervention will occur based on patterns of deficiencies identified. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

Our monitoring strategies include:
Review of Lesson Plans, i-Ready Data Analysis, Classroom walkthroughs, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

Person responsible for monitoring outcome:

Lisa Santiago (lsantiago@somersetjfk.com)

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

All teachers will implement the B.E.S.T standards and research-based teaching instruction, such as utilizing manipulatives and small group differentiated instruction aligned with best practices for meeting the diverse needs of all students to increase Math achievement and learning gains. Online resources, such as i-Ready and MobyMax will be used to further develop foundational math skills in Grades K-8.

1. Incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and product.

2. Afterschool tutoring programs to ensure learning supplemented with additional resources and teacher support.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively

unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Employ a Math Interventionist to incorporate small group instruction utilizing i-Ready data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.

2. Students who participate in the afterschool tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

3. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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?

Yes

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.

1. Small group instruction using guided reading aligned to student data
2. Foundational skills instruction and progress monitoring including core math instruction that adheres to the rigor of the B.E.S.T Standards
3. Modeling specific skills for students to master during core math instruction and differentiated small group instruction
4. Teacher and student data chats twice per quarter
5. Provide After-School Tutoring sessions for lowest 25%
6. Appropriate use of technology to support instruction, including MobyMax and i-Ready in Grades K-8 lessons to remediate Tier II and Tier III skills daily
7. Teachers will analyze student data to determine strengths and weaknesses in content area

Person Responsible: Lisa Santiago (lsantiago@somersetjfk.com)

By When: Progress will be monitored throughout the 2023-2024 school year, at each FAST PM administration, from Fall/Winter/Spring testing dates.

#3. Instructional Practice specifically relating to Science

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.

Science proficiency was identified as a critical need based on SSA data. Somerset Academy JFK had an Science Achievement score of 37%. Student achievement in science at the elementary level impacts student's achievement in science at the secondary level. Achievement gaps must be closed to ensure students have the science foundation to be successful in secondary science classes and meet graduation requirements. If we focus on standards-based instruction to increase learning gains in school-wide Science, then we will increase student achievement and ensure alignment to the school's mission and vision.

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

After instruction in science and based on the school's 2023-24 goals for Science, 55% of students in Grade 5 and Grade 8 will score at or above proficiency as measured by the SSA in Science. Additional reading intervention resources and hands-on learning materials/labs are needed to increase science achievement that will also be used to increase student achievement in the ESE and SWD subgroups.

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

This area of focus will be monitored by teacher created science assessments data to determine trends and deficiencies. Targeted intervention will occur based on patterns of deficiencies identified. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

Our monitoring strategies include:
Review of Lesson Plans, Classroom walkthroughs, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

Person responsible for monitoring outcome:

Lisa Santiago (lsantiago@somersetjfk.com)

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

All teachers will implement the B.E.S.T standards and research-based teaching instruction, such as hands-on inquiry based lessons aligned with best practices for meeting the diverse needs of all students to increase science achievement. Teachers will use the newly purchased curriculum of SAVVAS Elevate in Grades K-8. Online resources, such as BrainPop and MobyMax will be used to further develop foundational science skills in grades K-8 by supporting the core academic programming.

1. Incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and product.

2. Afterschool tutoring programs in Grade 8 to ensure learning supplemented with additional resources and teacher support.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing science assessments data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.

2. Students who participate in the afterschool tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

3. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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?

Yes

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.

1. Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences
2. Integrate literacy and literacy strategies in the science classroom in order to enhance scientific meaning through writing, talking, and reading science materials
3. Teachers trained and using new curriculum - SAVVAS Elevate in Grades K-8
4. Integration of appropriate technology in the core and differentiated science instruction including use of BrainPop and MobyMax in Grades K-8

Person Responsible: Lisa Santiago (lsantiago@somersetjfk.com)

By When: Progress will be monitored throughout the 2023-2024 school year, at each FAST PM administration, from Fall/Winter/Spring testing dates.

#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.

We want to reduce the amount of In-School suspensions from 52 days in SY22-23 by 20% in SY23-24 and Out-School Suspension days from 59 days in SY22-23 by 30% in SY23-24. If we focus on creating a positive culture and environment, then we will strengthen the students mental and emotional health, and ensure alignment to the school's mission and vision. This will be achieved through the school's token economy positive behavior support plan put in place by the school principal and supported by the school counseling team.

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

We want to reduce the amount of In-School suspensions from 52 days in SY22-23 by 20% in SY23-24 and Out-School Suspension days from 59 days in SY22-23 by 30% in SY23-24 in Grades K-8. The goal for the 2023-2023 school year would be fewer than 42 in-school suspensions and fewer than 41 out-school suspensions.

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

The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse. School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success, students receive brag stickers, certificates, individual reward tickets, and incentives. We will review the Multitiered System of Supports (MTSS) process that provides additional support for students needing assistance with academics or behaviors.

Our monitoring strategies include:
Review of Classroom Management Plans and Discipline Referrals, SEL lesson plans, Classroom walkthroughs, Formal Observations, and student participation in activities and events.

Person responsible for monitoring outcome:

Lisa Santiago (lsantiago@somersetjfk.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.)

1. All teachers will implement the Second Steps Character Education Program during the Social Emotional Learning class time where students will have the opportunity to relieve stress and learn strategies to support social/emotional concerns.

2. Somerset Academy JFK will promote a Single School Culture for Academics and Behavior by implementing our Universal Guidelines for Success, Single School Culture Student Expectation Scripts, Grade Level Assemblies, Character Counts program, Family Curriculum and Education Nights, Family Workshops, and SAC meetings.

3. We instill citizenship through our Safety Patrols, this group consist of only 5th grade students who are responsible, respectful, and set a good example for the students. Their main job is to maintain the safety of our students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Promoting a positive school culture and environment through Character Education lessons and implementing a school-wide behavior plan has show significant results in national data of students feeling more secure with their mental and emotional needs. A School Counselor will assist in youth mental health services by providing small group and individual counseling with students who are in need.

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.

1. Partner with local businesses to assist with donations that support school events and activities that contribute to a positive learning environment, and increased students achievement.

2. Parent engagement will be encouraged to attend SAC and Title I meetings, as well as volunteering on the school campus. Several parent workshops will be offered through All Pro Dad and Living Skills in Schools.

Principal: Promote collaboration among staff members to create a positive environment in which teachers can share best practices that are responsive to student needs.

School Counselor: Supports a positive culture through small group and individual interactions and to ensure students feel safe, welcome, and included.

Teachers: incorporate CHAMPS a framework that develop positive, safe, supportive learning cultures. CHAMPS assists schools to improve social, emotional, behavioral and academic outcomes for children. It also ensures that all students have equitable and equal opportunity to learn in a positive environment.

Person Responsible: Lisa Santiago (lsantiago@somersetjfk.com)

By When: School Year 2023-24

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).

The data has identified five areas for support based on need:
1. Students with Disabilities (SWD)
2. English Language Learners (ELL)
3. Black/African American Students
4. Hispanic Students
5. Students on Free and Reduced Lunch (FRL)

The school has committed to several strategies to allocate resources for these groups:

Two ESE facilitators have been engaged to push in to classrooms to assist students and general education

teachers in supporting the academic growth of SWD. In addition, we have one ESE contact/SBT Leader to identify students who are struggling and to provide support.

An identified ESOL Contact has been engaged to work directly with our English language learners, providing pull-out support to students. In addition, they work with teachers directly to support communication and instruction.

Several trainings are being scheduled for both staff and families to support the academic and personal growth of students identified as needing support - staff will be trained in August to use strategies in the classroom to better promote and support positive behaviors inside the classroom; in Sept/Oct to use strategies to engage families for subgroup populations (ESE, ESOL, migrants, families with disabilities). We are hosting a Literacy/Math Parent Night to engage in sample literacy and math strategies that they can use at home with their child. We are hosting a mental health parent night to help parents learn about mental health awareness and child substance abuse. We are also hosting an assessment parent night to help parents navigate and participate in sample standardized test questions and be able to find testing resources online in order to help their child at home. The overlap of all these categories and the strategies identified above ensure that we will be targeting all students who have been identified in the area of support.

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.

In addition to listing the plan(s) on the school's website, email and text message notifications were sent to parents in their native language that the SIP - UNISIG - Title I Plans were available and posted on the website. Stakeholders are also invited to attend in-person meetings as part of the school advisory council 4 times a year. These invitations are sent directly to families and are posted on the school's website as well.
The link to the school's website in which the documentation can be found is:
https://www.somersetjfk.com/apps/pages/index.jsp?uREC_ID=468080&type=d

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))

In order to build positive relationships with stakeholders, the school has engaged a number of strategies: For one, the school is hosting School Advisory Council meetings in which stakeholders are invited to be a part of the school improvement process directly. In addition, we are also hosting three parent nights - Literacy and Math workshop, Mental Health Awareness, and Assessment workshop. Parents are able to access the teacher's gradebooks to view students grades and communicate with teachers.

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))

We have employed a Literacy Coach with four reading interventionists, a Math coach with an additional math interventionist to provide small group instruction with struggling students. We have offered Algebra I Honors to our advance 8th grade students. Grades 3-5 are now departmentalized so that students are receiving 90 minutes of ELA and Math instruction. These strategies are specifically targeting the areas that data have identified as integral to the success of the school.

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))

We are using Title I funds to improve academic performance through the hiring of reading specialists and interventionists to support the goals of the school in English Language Arts. UniSIG funds are being used to support the instructional plan through the math specialist and interventionist. These programs are also used to purchase licenses to supplement core academic programs and implement tutoring programs throughout the school year and into the summer.

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: Instructional Practice: ELA				$22,430.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$11,251.50
		Notes: Instructional Supplies: Measuring Up ($4,200) and Frog street workbooks ($1,000), Pens/Pencils/Markers ($51.50) will be utilized during summer tutoring in 2024. iReady Workbooks will be utilized during afterschool tutorial ($6,000). Total: $11,251.50. SDPBC Code 397 - Charter School Reimbursement.				
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$4,500.00
		Notes: Every Day Extra Periods to provide smaller class sizes for 6th grade intensive reading. Salary: $4,500. SDPBC Code 397 - Charter School Reimbursement.				
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$344.00
		*Notes: Benefits for Every day extra periods: $4,500 * 7.65% benefits = $344. SDPBC Code 397 - Charter School Reimbursement.*				
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$6,335.00
		Notes: Online subscription: Achieve 3000 to assist students in their literacy skills. Total = $6,335.00. SDPBC Code 397 - Charter School Reimbursement.				
2	III.B.	Area of Focus: Instructional Practice: Math				$134,563.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG	1.0	$70,000.00
			Notes: A math curriculum coach will help to develop math curriculum, train teachers, and have small pull-out groups with struggling students. Grades K-8. 1.0 FTE x $70,000 = $70,000. SDPBC Object Code 397.			
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$5,355.00
			*Notes: Benefits for Math Coach: $70,000 * 7.65% benefits = $5,355. SDPBC Code 397 - Charter School Reimbursement.*			
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$4,208.00
			*Notes: Benefits for Math Interventionist: $55,000 * 7.65% benefits = $4,208. SDPBC Code 397 - Charter School Reimbursement.*			
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG	1.0	$55,000.00
			Notes: A certified math Interventionist will work with struggling students in a push-in/pull-out model focusing on our lowest 30%. Grades K-8. 1.0 FTE x $55,000 = $55,000. SDPBC Object Code 397.			
3	III.B.	**Area of Focus: Instructional Practice: Science**				**$10,573.75**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$3,375.75
			Notes: Instructional Supplies: Science labs kit for hands-on learning: consumable materials according to lesson plans. Total = $3,375.75. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$6,500.00
			Notes: Online Subscription: BrainPop will supplement reading instruction. Total = $6,500. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$198.00
			Notes: Parent Engagement Supplies: Paper, pens, pencils, markers, chart paper = $198. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$500.00
			Notes: Consultant Agreement: Cox STEAM Night to provide science hands-on presentation/interactive session with parents, students and families. Total: $500. SDPBC Code 397 - Charter School Reimbursement.			
4	III.B.	**Area of Focus: Positive Culture and Environment: Other**				**$63,021.50**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG	0.16	$9,800.00
			Notes: Part-time In-system certified tutorial: Provide afterschool Reading & Math tutoring sessions for students in grades K-8 who have been identified as lowest 30%, using iReady and PM data by certified teachers. Salary: 7 teachers x 2 days per week x 1 hour per day x 14 weeks x $50 per hour = $9,800. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG	0.54	$31,500.00

			Notes: Part-time In-system certified tutorial: Provide summer 2024 Reading & Math tutoring sessions for students in grades K-8 who have been identified as lowest 30%, using iReady and PM data by certified teachers. Salary: 7 teachers x 5 days per week x 3 hour per day x 6 weeks x $50 per hour = $31,500. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG	0.2	$12,000.00
			Notes: Part-time In-system non-certified tutorial: Non-certified tutors will support certified teachers in providing summer 2024 Reading & Math tutoring sessions for students in grades K-8 who have been identified as lowest 30%, using iReady and PM data. Salary: 4 teachers x 5 days per week x 3 hour per day x 5 weeks x $40 per hour = $12,000. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$750.00
			*Notes: Benefits for Certified afterschool tutoring: $9,800 * 7.65% benefits = $750. SDPBC Code 397 - Charter School Reimbursement.*			
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$2,410.00
			*Notes: Benefits for Certified summer tutoring: $31,500 * 7.65% benefits = $2,410. SDPBC Code 397 - Charter School Reimbursement.*			
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$917.00
			*Notes: Benefits for non-Certified summer tutoring: $12,000 * 7.65% benefits = $917. SDPBC Code 397 - Charter School Reimbursement.*			
	5100	390	3395 - Somerset Acad., The Dr Bernard Kimmel Campus	UniSIG		$5,644.50
			Notes: Online Subscription for Family Engagement - JupiterEd - an online repository to communicate with familes, share grades and events. Total = $5,644.50. SDPBC Code 397 - Charter School Reimbursement.			
					Total:	**$230,588.75**

Budget Approval

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

No