Somerset Academy Elementary, Eagle Campus School

2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Academy Elementary, Eagle Campus

2100 DUNN AVE, Jacksonville, FL 32218

www.somersetjax.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.

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

Provide the school's vision statement.

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

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
Williams, Tunji	Principal	• School-wide Policies and Procedures • Personnel Concerns • Budget • Title I • Facilities • Athletics • Personnel Concerns • Staff Attendance • Accident/Incident Reporting • Faculty Observations • Articulation K-5/6-8 • Curriculum/InterventionTeam
Davis, Yolanda	Teacher, ESE	ESE Specialist - coordination, organization and supervision of ESE processes to ensure proper implementation of the Individuals with Disabilities Education Act (IDEA) requirements. The ESE Specialist maintains: Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE Specialist works with the General Education teachers to assist in providing information on how to appropriately implement a student's IEP in the educational environment. The ESE Specialist assists in acting as a liaison between the ESE Department, school administration, the district office, as well as students and their families.

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.

Our Parent Teacher Organization (PTO) is used to help bridge school and parents/community. By meeting once a month, faculty/staff, parents/guardians, students and other community stakeholders work closely with school leadership to help support one another through communication of available resources (academic, social/emotional).
During our parent and family engagement meetings, in which we meet approximately eight times per year, we review school data, discuss implications for instruction and next steps, as well as short and long-term goals for our students, and the school as a whole. During both platforms, stakeholders are given an opportunity to voice concerns, make suggestions, and participate in the needs assessment process.

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))

Our SIP will be monitored during leadership meetings on a monthly basis, and at least quarterly during our stakeholder meetings. As a leadership team, we will meet to discuss our goals, the current student achievement data, and whether the data indicates we are meeting, working towards, or not on track to meet our academic goals. We will ensure that for each meeting, part of the conversation will center around our lowest performing students. The school-based leadership team will also meet at least quarterly with district leadership for a deep data dive, having conversation around data from a broad perspective and drilling down to individual students, then about whether our current plans, curriculum, and strategies are effective enough to meet our SIP goals.
The leadership team will conduct weekly classroom walkthroughs and provide timely, actionable feedback to teachers. Monthly student progress monitoring will occur to ensure that students are on track to meet individual and school-wide goals. Professional Learning Communities (PLCs) will meet regularly to plan lessons/update focus calendars, discuss benchmarks and analyze real-time data. School data be shared monthly at the minimum with teachers and other stakeholders. The Leadership Team will take into consideration monthly assessments and FAST progress monitoring data when determining needed adjustments.

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)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	85%

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)* Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: F 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	16	11	2	15	12	6	0	0	0	62
One or more suspensions	0	1	0	1	1	2	0	0	0	5
Course failure in English Language Arts (ELA)	1	3	2	18	0	0	0	0	0	24
Course failure in Math	0	1	1	4	0	0	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	19	16	16	0	0	0	51
Level 1 on statewide Math assessment	0	0	0	20	17	20	0	0	0	57
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	

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	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	1	4	2	15	12	6	0	0	0	40

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	1	3	2	18	0	0	0	0	0	24
Students retained two or more times	0	0	0	2	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	6	0	0	0	0	0	11
Course failure in Math	0	2	1	1	0	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	3	12	22	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	2	7	26	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	2	3	9	0	0	0	0	17

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	2	1	2	2	7	21	0	0	35

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	2	3	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) 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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	6	0	0	0	0	0	11
Course failure in Math	0	2	1	1	0	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	3	12	22	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	2	7	26	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	2	3	9	0	0	0	0	17

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	2	1	2	2	7	21	0	0	35

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	2	3	0	0	0	0	0	9
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*	39	48	53	30	50	56	38		
ELA Learning Gains				26			61		
ELA Lowest 25th Percentile				42			62		
Math Achievement*	38	58	59	38	48	50	41		
Math Learning Gains				35			43		
Math Lowest 25th Percentile				38			55		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	45	52	54	8	59	59	22		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

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	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	166
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	217
Total Components for the Federal Index	7
Percent Tested	98
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	7	Yes	2	2
ELL				
AMI				
ASN				
BLK	40	Yes	2	
HSP				
MUL				
PAC				
WHT				
FRL	40	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	16	Yes	1	1
ELL				
AMI				
ASN				
BLK	30	Yes	1	1
HSP				
MUL				
PAC				
WHT				
FRL	31	Yes	1	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	39			38			45					
SWD	4			8							3	
ELL												
AMI												
ASN												
BLK	38			36			42				4	
HSP												
MUL												
PAC												
WHT												
FRL	38			36			44				4	

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	30	26	42	38	35	38	8					
SWD	7	19		17	37		0					
ELL												
AMI												
ASN												
BLK	29	24	45	36	35	35	4					
HSP												
MUL												
PAC												
WHT												
FRL	29	28	46	35	34	41	2					

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	38	61	62	41	43	55	22					
SWD	14	50		17								
ELL												

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	37	54	55	38	38	50	15					
HSP												
MUL												
PAC												
WHT												
FRL	37	60	58	40	43	60	23					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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	41%	47%	-6%	54%	-13%
04	2023 - Spring	42%	50%	-8%	58%	-16%
03	2023 - Spring	45%	46%	-1%	50%	-5%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	44%	59%	-15%	59%	-15%
04	2023 - Spring	40%	58%	-18%	61%	-21%
05	2023 - Spring	30%	52%	-22%	55%	-25%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	48%	-3%	51%	-6%

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 that showed the lowest performance was the overall Mathematics achievement on the 2022-2023 Florida Assessment of Student Thinking assessment. The contributing factors that led to this performance include the number of ESL and ESE students that make up a large portion of this cohort. Based on previous performance, the most recent score is not a trend, however the consistent under-performance of the lower quartile students is apparent in this annually assessed component.

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

Somerset Academy Elementary - Eagle Campus increased academic achievement performance in all assessed components and did not experience a decline in 2022-2023 from the previous 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 5th Grade F.A.S.T. Mathematics Achievement component had a 24-point gap (30%<54%) when compared to the state average. The same cohort experienced incremental growth when compared to their 4th grade Florida Standards Assessment Math achievement scores in 2022. The cohort has struggled since the post-COVID return to full-ensemble school, despite intervention/tutoring efforts. More support is required as these scholars progress in the upcoming years.

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

The Science component had the most improvement, increasing 37 points from 8% in 2022 to 45% last year! The implementation of an intervention team with a deliberate focus on instructional content, STEM activities, hands-on inquiry-based lessons, the use of pull-out groups, minilessons and consistent progress monitoring led to the vast improvement. Additionally, the use of Title I resources to employ highly effective paraprofessionals for this effort was a major factor in increasing student achievement in the component.

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

Students with two or more Early Warning Signs saw an increase from the previous year, nevertheless consistent monitoring of these factors and the providing of support to scholars in this category is greatly required. It is our belief that a consistent culture supported by a positive behavior system will continue to lower school suspensions, overall. Additionally, providing academic intervention to Level I scholars and to those who have shown the potential to fail ELA and/or Math will help to significantly reduce our school-wide concerns.

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

1. Continue the implementation of the intervention team efforts with a focus on the lower-quartile students, Tier 1 & 2 students through the use of pull-out/small group instruction, mini-lessons and consistent progress monitoring.

2. Maintain and/or increase student achievement in state assessed components through increased course rigor and consistent progress monitoring.

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.

Overall, in accordance with our 2023 FAST data, 60% of Somerset Elementary students are not performing on grade level in English/Language Arts. Furthermore, our 2023 FAST ELA data shows that 60% of our rising 5th graders are non-proficient and struggle with reading.

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

By May 2024, 60% of students in grades K through 2 will achieve substantial growth on end of year assessments in Reading.
By May 2024, the percentage of students that achieve proficiency in grades 3 through 5 in ELA/Reading will increase by 5 percentage points from 43% to 48%.

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

The area of focus will be monitored using iReady growth monitoring assessments in between each progress monitoring assessment window in addition to the weekly assessments given by teachers using iReady's Standards Mastery. Weekly data will allow teachers to track progress, provide instant feedback to students, and remediate areas of weakness specific to each student. Growth monitoring assessments will provide data for the instructional coaches and administrators to plan ongoing interventions and provide classroom support for the teachers during their intervention blocks.

Person responsible for monitoring outcome:

Tunji Williams (twilliams@somersetjax.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.)

In order to effectively address the area of focus, the leadership team decided that differentiated instruction will be the strategy used to address the deficiencies in the area of focus based on student need. Teachers will use the data collected through progress monitoring and in class assessments. To promote student growth, teachers
will pinpoint areas of weakness for each student and design instruction tailored to address specific benchmarks.

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

We selected differentiated instruction due to the significant amount of students performing below grade level. Differentiated instruction allows teachers the opportunity to create lessons that vary according to strength, weakness, and learning ability. The leadership team concluded that when used with fidelity, differentiated instruction is a powerful tool in addressing learning needs of individual or groups of students and closing the achievement gaps.

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 2 - Moderate 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.

Teachers will participate in weekly collaborative planning meetings with the instructional coach and use that opportunity to break down their classroom reading data to be able to target specific student deficiencies individually or in small groups using differentiated instruction.

Person Responsible: Tunji Williams (twilliams@somersetjax.com)

By When: This action will be ongoing through the 2023-2024 school year and will conclude in June. 2024.

The school has planned Professional Learning Communities within the departments to provide continuous professional development for teachers to enable all children in the school to meet state academic content standards. These PLC's are based on specific needs in target areas for Reading.

Person Responsible: Tunji Williams (twilliams@somersetjax.com)

By When: This action will be ongoing through the 2023-2024 school year and will conclude in June. 2024.

#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.

Based on 2023 FSA data review, our school will specifically target Mathematics with approximately 60% of our students performing below proficiency in grades 3-5.
In addition, the Spring 2023 administration of the iReady AP3 diagnostic indicated nearly 50% percent of our K-2 students were non-proficient in Mathematics.

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

If we successfully implement the Math B.E.S.T. Standards and align instruction to the benchmarks it is highly likely that our students will increase in overall proficiency by a minimum of 5 percentage points on the May 2024
F.A.S.T. diagnostic assessment. Students will demonstrate mastery of lesson objectives through their work samples, end products, formative and summative assessments.

Teachers will deliver planned lessons to guide students through the demands of the identified standards and learning targets.

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

The Leadership Team will conduct quarterly data chats, assist teachers with identifying relevant professional development, continue to follow-up with regular walk-throughs and instructional rounds to ensure quality instruction is taking place.

Person responsible for monitoring outcome:

Tunji Williams (twilliams@somersetjax.com)

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

Our school will focus on the implementation of Math B.E.S.T standards to align instruction accordingly. This will assist in accelerating learning for all of our subgroups. Successful implementation of the Math B.E.S.T. standards will be monitored through lesson plans, walk-throughs, and iReady Standards Mastery progress monitoring assessments embedded in the Math curriculum.

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

Highly-monitored implementation of Math B.E.S.T. standards will ensure that teachers are using relevant instructional resources and curriculum to plan lessons that are aligned to state standards. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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 2 - Moderate 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.

Teachers will engage in ongoing professional development regarding the Math B.E.S.T. standards and curriculum resources. As a result teachers will plan lessons that align to the newly implemented state standards.

Person Responsible: Tunji Williams (twilliams@somersetjax.com)

By When: This action will be ongoing through the 2023-2024 school year and will conclude in June. 2024.

Teachers will administer ongoing progress monitoring assessments (i.e. baseline assessments, progress monitoring curriculum embedded assessments, and iReady Diagnostic Assessments) to monitor progress. As a result, teachers will engage in data chats with students and the administrative team.

Person Responsible: Tunji Williams (twilliams@somersetjax.com)

By When: This action will be ongoing through the 2023-2024 school year and will conclude in June. 2024.

Teachers will disaggregate assessment data and make instructional adjustments as needed. As a result, teachers will differentiate instruction as driven by the data.

Person Responsible: Tunji Williams (twilliams@somersetjax.com)

By When: This action will be ongoing through the 2023-2024 school year and will conclude in June. 2024.

#3. Instructional Practice specifically relating to Small Group Instruction

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.

Increase achievement scores in English/Language Arts & Mathematics, along with its respective Lowest 25% components.

Somerset-Eagle Elementary School's achievement in English/Language Arts & Math and its categorical Lowest 25% components are below district/state averages. A deeper intensified approach is required to improve this area, which will require laser-focused attention to the lowest quartile students and deploying a skilled intervention team to conduct daily small group instruction. Additional curriculum support is needed to provide
deeper differentiated instruction and to assist teachers with struggling achievers; especially students with disabilities and those at-risk of failing in these core components.

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

The expectation is that students who consistently experience a high degree of supplemental intervention and receive additional instruction will have vastly improved outcomes when assessed, indicating an improved level of proficiency and an increase in academic achievement.

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

The principal and Curriculum Lead/Dean of Academics will monitor collaborative planning with focus on the use of differentiated instruction. Monthly assessment data reports will be reviewed during data chat meetings and instruction will be modified as needed. The Dean of Academics, the ESE/RTI Specialist and curriculum/intervention support team will monitor the student progress of Tier 2 & 3 students intensely through monthly data debriefing sessions. Instructional adjustments will be made based on individual students, class and grade level data (i-Ready, ongoing progress monitoring data).

Person responsible for monitoring outcome:

Tunji Williams (twilliams@somersetjax.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.)

Small-group instruction provides opportunities for flexible and differentiated learning. With the smaller number of individuals, students have more chances to participate. Also, teachers are able to monitor more closely and identify weaknesses, thus providing better and more individualized feedback and support to struggling students.

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

In order to effectively address the area of focus, the leadership team decided that small group differentiated instruction will be the strategy used to address the deficiencies within our lowest quartile student population, in both ELA & Math. The Intervention Support Team (consisting of the Dean of Academics, an ESE Specialist, an RTI Teacher and 6 paraprofessionals) and classroom teachers will use the data collected through progress
monitoring and in class assessments to assist the efficiency of this effort. To promote student growth, small-group intervention team members will pinpoint areas of weakness for each student and design instruction tailored to address specific benchmarks.

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 3 - Promising 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. The Principal will ensure the hiring of a Dean of Academics, an ESE Specialist and experienced paraprofessionals to bolster the existing instructional intervention team.

2.. Teachers will group students based on data from state and schoolwide assessments, keeping groups fluid and changing based on student needs.

3. Teachers will conduct small group and differentiated instruction to target subgroups.

4. Based on Response-to-Intervention assessment components, the deployment of an intervention team to instruct small groups consisting of 5-8 students with Tier 2 students and groups of 2-5 with Tier 3 students.

5. Curriculum support from the intervention team will be used to assist teachers with planning, instructional delivery and strategy implementation.

6. The principal, assistant principal, the Dean of Academics and intervention team will analyze student performance data monthly. Adjustments and tweaks to instruction and support levels will be made based on achievement data.

Person Responsible: Tunji Williams (twilliams@somersetjax.com)

By When: This action will be ongoing through the 2023-2024 school year and will conclude in June. 2024.

Acquire a Dean of Academics to co-ordinate collaborative planning with focus on the use of differentiated instruction, review monthly assessment data reports, assist administration with conducting teacher data chat meetings and classroom walk-throughs. The Dean of Academics will oversee the curriculum/intervention support team and monitor the student progress of Tier 2 & 3 students intensely through monthly data debriefing sessions. The Dean will also oversee state assessments, the conducting of ongoing progress monitoring and disaggregation/dissemination of achievement data (i-Ready, curriculum embedded ongoing progress monitoring).

Person Responsible: Tunji Williams (twilliams@somersetprepjax.com)

By When: Ongoing

Attain two paraprofessionals to solidify an intervention support
team designed to assist teachers with providing small-group instruction to struggling learners.

Person Responsible: Tunji Williams (twilliams@somersetprepjax.com)

By When: Ongoing

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

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

A consistent discipline behavior program with established school-wide expectations for all students will ensure that students interact appropriately in everyday situations. Implementation of school norms that are consistent and clearly articulate appropriate student behavior is necessary to sustain a positive environment conducive for academic achievement. Although student discipline referrals have declined over three consecutive school years via Early Warning System data, stakeholders agree that the school experienced an increase in undocumented disruptive/distractive student behavior.

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

School-wide implementation and reinforcement of a code of conduct, expectations, do's and dont's and consequences with a reward system that supports positive behavior will result in minimized distractions due to student misbehavior.

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

Discipline referrals will be tracked by the Dean of Discipline and administration team for behavior intervention and reduction of minor/major conduct infractions. Early Warning System data will be analyzed and reviewed by both the Dean & the administration team to ensure that a positive environment persists and that students adapt to a culture of academic achievement.

Person responsible for monitoring outcome:

Tunji Williams (twilliams@somersetjax.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.)

Schools that implement a behavior management program administered by trained individuals with typical resources are more likely to experience students exhibiting on-task behaviors. Daily, a designated mentor or Dean of Students/Discipline encourages the student body to achieve academically without disciplinary infractions, reviews their previous day's performance and remind all students of their behavioral goals. An overall emphasis on positive behaviors will decrease off-task behavior. Behavior infractions are met with consequences and progressive measures that, in turn, reduce ongoing distraction in the school environment, thus allowing more opportunity for positive schoolwide learning experiences.

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

A review of stakeholder comments and input during collaborative meetings on existing school-wide elements that are impactful indicated that the retention of a Dean of Students/Discipline was necessary to maintain a positive school culture, free of constant behavior distractions. Instructional staff concurred that the implementation of a behavior program administered by a school-wide designee demonstrated an improved learning environment for scholars and was valued by instructional staff.

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 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Professional development will be provided to teachers on standard operating procedures, classroom management best practices, maintaining a structured environment and addressing improper student behavior. Students will be trained on expected positive behavior, the Student Code of Conduct, the school-wide behavior plan, its rewards and consequences. Daily school-wide morning meetings and activities conducted by the Dean to reinforce positive behavior along with visits in the classrooms to maintain expectations of students and staff will support the efforts to maintain a conducive learning environment. All behavior, positive and negative will be tracked and reported to stakeholders monthly.

Ongoing data will be used to pinpoint specific areas, staff and students that require additional support.

Person Responsible: Tunji Williams (twilliams@somersetjax.com)

By When: This action will be ongoing through the 2023-2024 school year and will conclude in June. 2024.

The Dean of Students/Discipline will Implement and execute the school-wide behavior plan and ensure students are held accountable to the Discipline Code of Conduct. The individual will actively support staff and teachers in addressing student mistakes and challenges in conduct. They will Ensure the timely reporting of student infractions and consequences to families, reporting systems/agencies in accordance with all applicable regulations, use discipline data to inform school-wide social, emotional and academic practices and professional development. Their main goal is to work tirelessly to reduce the frequency and severity of student infractions through a positive behavior system equipped with rewards and consequences.

Person Responsible: Tunji Williams (twilliams@somersetjax.com)

By When: Ongoing

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).

Our school-based leadership team collaborates with our district leadership to review all allocated funding sources, then discuss our teaching and learning needs as it relates to both students and teachers. Some of the needs assessment items include early intervention through tiered support, in school and after school tutoring. In addition, we consider the number of instructors/paraprofessionals needed to sustain our intervention program. We also take into consideration resources for student incentives, as this is a real need for sustaining success with instructional challenges and goals throughout the school year. The school-based leadership team collaborates with the district and our stakeholders, using data to review resources and determine the needs of the school.

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.

During our parent and family engagement meetings, Developmental meetings and School-wide data nights, we review school data, discuss implications for instruction and next steps, as well as short and long-term goals for our students, and the school as a whole. Our key goals within our SIP, school-wide plan, as well as budget are communicated. All stakeholders- leadership team, faculty/staff, students, community partners & stakeholders receive invites to attend. During the meetings, stakeholders are given an opportunity to voice concerns, make suggestions, and participate in the needs assessment process. Our school website: https://www.somersetjax.com/

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-Eagle Elementary endeavors to empower all parents to become active participants in their child's academic, social and emotional development. This will be accomplished through the execution of the school's Parent & Family Engagement Plan which features the strategic planning and implementation of activities, workshops and programs which support the diverse needs of our parents and students.

The School provides many opportunities for parents and guardians to become involved in all aspects of Title I Programs through parent meetings and surveys. Parent surveys are used to review current programs and make revisions to programs/services offered, as necessary.

At the end of each school year, parents are surveyed to provide insight on their thoughts of the effectiveness of programs implemented throughout the year. During the summer, school leaders meet with parent participants of the school's Parent & Teacher Organization to develop a plan for improvement or implementation of activities and programs. This is in addition to activities developed due to responses from the parent surveys.

The PFEP can be found on the school's webpage: https://www.somersetjax.com/pdf/Parent%20Family%20Engagement%20Plan%202022-Elem.pdf

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))

The school plans to strengthen our academic program and increase amount and quality of learning by the following methods:
* using portion of UniSig funds to hire a Dean of Academics, to guide and support teachers with effective implementation of curriculum; oversee scheduling and completion of assessments throughout year, as well as help facilitate data chats;
* begin tutoring earlier in the school year, to support students sooner, giving them the best chance for success;
* empowering team leads to support other teachers within their grade level band through weekly meetings/check-ins, whereby lesson planning, focus calendar updates and data analysis occur within a safe learning space;

* providing extensive professional development to teachers, beginning with preplanning, yet being very strategic throughout the year by aligning PD as closely to needs of teachers as possible.

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

Somerset is able to develop a sound school improvement plan with the integration of federal and state funding, which enables us to support high-quality teaching and learning. We are able to provide appropriate and timely professional development aligned to specific programs purchased for instructional use, including how to implement proven strategies from experts in the field. We coordinate federal and state resources to align with goals, which enables face to face and virtual professional development facilitated by curriculum specialists.

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 plans to hire a full-time school counselor to meet weekly with students who have been identified as needing support in the social/emotional arena. The counselor will also collaborate with classroom teacher to provide academic guidance. In addition, all staff received training in youth mental health supports. Lastly, so that our teachers are able to help support students in this area, we will assign mentors and buddies to our teachers, so that they, too, feel supported mentally/socially/emotionally.

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))

Once our students enter third grade, we begin determining if a student's track needs to be adjusted academically, meaning which students would benefit from an accelerated track. Afterwards, data chats with students and parents are pertinent as we communicate students' progress and how an accelerated track may enable students to eventually take more rigorous courses in middle and high school, and potential benefits, such as college credits upon graduation.

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).

To assist with problem behavior prevention and early intervention, our school implements the following:
* Professional development with staff during preplanning on how to engage students academically, as this is key to early prevention;
* Professional development on classroom management; which behaviors are typically addressed by teacher and effective strategies for specific types of behaviors, and which behaviors may warrant outside support (i.e. referral to school counselor).
* CHAMPs training/refreshers for teachers;
* Staff communication on who our lead support persons are (i.e. ESE lead, dean of discipline).

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))

Professional development for all school staff is provided at school level, as well as the district and sometimes state level. Throughout the school year, teachers/paraprofessionals engage in professional learning during monthly training sessions with school-based leadership and/or district support personnel. During these sessions, teachers engage in collaborative conversations around school-wide data, grade level data and their individual students' data. Teachers also engage in professional learning as determined by the teacher or by the data. Through identifying strong educators as team leaders, we are able to build capacity and distribute the duties surrounding professional learning, which helps to recruit and retain effective teachers.

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))

Our school works closely with the educators at our neighboring VPK center. Many students who attend this early childhood program are enrolled in our school and are well-prepared for the transition to Kindergarten. The VPK teachers are invited to our school annually to meet with leadership, our Kg teachers and other stakeholders to assist with this transition.

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**					**$0.00**
2	III.B.	**Area of Focus: Instructional Practice: Math**					**$0.00**
3	III.B.	**Area of Focus: Instructional Practice: Small Group Instruction**					**$97,976.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	5100-Basic	130-Other Certified Instructional	1251 - Somerset Academy Elementary, Eagle Campus	UniSIG	1.0	$60,000.00	
			Notes: Dean of Academics Salary				
	5100-Basic	200-Benefits	1251 - Somerset Academy Elementary, Eagle Campus	UniSIG	1.0	$8,321.50	
			Notes: Dean of Academics Benefits				
	5100-Basic	150-Aides	1251 - Somerset Academy Elementary, Eagle Campus	UniSIG	2.0	$29,654.50	
			Notes: Paraprofessional Salary				
4	III.B.	**Area of Focus: Positive Culture and Environment: Early Warning System**					**$68,321.50**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	5100-Basic	130-Other Certified Instructional	1251 - Somerset Academy Elementary, Eagle Campus	UniSIG	1.0	$60,000.00	

			Notes: Dean of Students/Discipline Salary		
	5100-Basic	200-Benefits	1251 - Somerset Academy Elementary, Eagle Campus	UniSIG	1.0	$8,321.50
			Notes: Dean of Students/Discipline Benefits		
				Total:	**$166,297.50**

Budget Approval

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

No