

**U.S. Department of Education**  
**2020 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms. Alexandra Prieto  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Somerset Academy Miramar South  
(As it should appear in the official records)

School Mailing Address 12425 SW 53rd Street  
(If address is P.O. Box, also include street address.)

City Miramar State FL Zip Code+4 (9 digits total) 33027-5493

County Broward

Telephone (305) 829-2406 Fax (305) 829-4477

Web site/URL http://www.somersetmiramar.com E-mail aprieto@somersetmiramar.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Robert Runcie E-mail supt\_runcie@browardschools.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Broward School District Tel. (754) 321-0000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Todd German  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 204 Elementary schools (includes K-8)
  - 49 Middle/Junior high schools
  - 39 High schools
  - 0 K-12 schools
- 292 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	34	41	75
<b>1</b>	11	16	27
<b>2</b>	12	15	27
<b>3</b>	13	14	27
<b>4</b>	10	18	28
<b>5</b>	14	14	28
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	94	118	212

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
  - 6 % Asian
  - 34 % Black or African American
  - 54 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 1 % White
  - 4 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2018	212
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Haitian-creole, Portuguese

English Language Learners (ELL) in the school: 12 %  
25 Total number ELL

7. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 111

8. Students receiving special education services: 0 %  
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>0</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>1</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>1</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	9
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Somerset Miramar sets high academic and social expectations that lead to the successful development of the whole child and create lifelong learners.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Somerset Academy Miramar Elementary is a public charter school, open to all eligible students who reside in Broward County, and subject to the preferences provided for in F.S. 1002.33(10)(d) and described therein. Following the close of an enrollment period, the parent/guardian will be notified of their student’s eligibility status. All student enrollments shall be subject to a random lottery and to the racial/ethnic balance provisions described in F.S. 1002.33 (7)(a)(8).

## **PART III - SUMMARY**

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Somerset Academy Miramar South Elementary- “Home of the Sharks” opened its doors in August 2013 in the City of Miramar, Florida. Miramar is centrally located between the Miami and Ft. Lauderdale metro areas. Our school is located in a suburban residential community named Vizcaya. During the 2018/2019 school year, our school became eligible for Title I funding. Through Title I funding, our school has benefited from supplementary staff, instructional resources, and support services for our students. Our school is a place where children enjoy learning, teachers enjoy teaching and families are a fundamental part of the educational process. It is our school’s vision to provide equitable high quality education. It is our mission to set high academic and social expectations that together lead to the successful development of the whole child.

Somerset Miramar South Elementary is one of three schools that make up the Somerset Miramar campus. Of the three schools, Somerset Miramar South is the smallest with a total enrollment of 212 students. Our student body is diverse with a population that is 54% Hispanic, 34% African American, 6% Asian, 1% White, and 4% Multiethnic. We have 2 students that receive ESE services and 25 students that are English language learners. As a Title I school, we have 52% of students who receive free or reduced lunch.

Somerset Academy Miramar has achieved A+ school status every school year since its opening. Our school has shown much success in statewide scores in all tested areas of the Florida Standards Assessment. Our school has been the number one scoring elementary school in the state of Florida for two consecutive years. The Florida Consortium of Public Charter Schools has recognized us as a Florida Gold Seal of Excellence school. In 2016, our principal won the Florida Tax Watch Principal Leadership Award. This award identifies Florida’s most effective principals, recognizes their work, and promotes their transformational practices throughout the state. These great accomplishments demonstrate how Somerset Miramar sets high academic standards that ultimately lead to student success.

Together with our families, every year, we host a Reading Night, Math and Science Night, Multicultural Day, Black History Showcase, Hispanic Heritage Showcase, and Carnival. These events have turned into a Somerset Miramar tradition. Somerset Miramar prioritizes the physical well-being of the child as well. Our students participate in recess, daily. We participate in Jump Rope for Heart and field day. We have a successful after school judo program free for all of our students. We also participate in the Somerset Academy district wide Spelling Bee, Battle of the Books, and Math Bowl. We support our community by participating in Susan G. Komen Race for the Cure, Dan Marino Walkabout Autism, and March of Dimes March for Babies and Leukemia/Lymphoma Society Pennies for Patients. We also work with Nicklaus Children’s Hospital to give our students a free EKG and The Oral Health Institute to provide a free dental cleaning and checkup, annually. In addition to supporting our community we have donated funds to both Texas and Puerto Rico following the destructive hurricanes both places endured.

At Somerset Academy Miramar South Elementary, we never stop growing, learning, and changing to meet the needs of our students. This is the only way to ensure that, year after year, families will continue to choose us. This makes it necessary for us to work harder in providing the highest quality education for our students. This requires classroom teaching to be a blend of whole-class, small group, and differentiated instruction. Our teachers are flexible in their approach to teaching and adjust curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Data drives our instruction. We rely on data to understand trends, weaknesses and strengths not only in our students, but in our teachers as well. Our curriculum includes a proactive approach to teaching that meets children’s needs and maximizes their growth as learners. We also strongly believe that students need to be proficient in the use of technology. Our curriculum is heavily infused with technology. We also have many software programs that support our reading, math and science curriculum.

Somerset Miramar offers students free tutoring services for additional assistance in academic subject areas. Additionally, we also offer have an enrichment program on weekends for students that need the extra challenge. During our school day, we offer an academic intervention program. Teachers recommend students to this program to receive instruction from a certified teacher in specific areas of need. Our school

has a full time guidance counselor that provides guidance services to our students. Through our Student of the Month program, we nurture and celebrate a culture of kindness.

At Somerset Academy Miramar South, we believe that students learn best when they are encouraged to succeed. We believe that students learn best when their families are actively involved in the community. We believe that together, with a strong instructional program, family involvement and communication are the catalyst that makes education effective. We strive to be the best and hope to continue to provide high quality education in the years to come.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

Somerset Miramar South believes that all students benefit from an enriching environment that allows them to thrive as they develop their understanding about different concepts, and learn how to apply those concepts in real-world examples. Rooted in the belief that learning happens when it is student-centered, the teachers plan lessons and activities where they are seen mostly as the facilitators while the students create questions based on topics, and write a plan to test their ideas. This foundation of learning is based on the principles related to STEM, which incorporates science, technology, engineering and math skills. There are multiple opportunities for students to engage in project-based learning, collaborating with other peers throughout the day to demonstrate the knowledge they have about a topic. Depending on the subject area, collaboration may be visibly different. For example, while reading a science text, students can be seen collaborating in literature circles to take different roles as a reader. While in math, it may require the students to explain how the answer to a question can be solved in many different ways although the actual answer is the same for all the groups. As teachers monitor students' responses formatively, teachers also incorporate differentiation strategies to meet the needs of the students, and they determine the best course of action to remediate or enrich.

**1b.** Reading/English language arts

The teachers at Somerset Miramar South use a comprehensive approach to literacy instruction. Although the core curriculum is Houghton Mifflin Harcourt's Journeys in kindergarten through fifth grade, teachers use the Language Arts Florida Standards to deliver reading and writing instruction that is appropriate at each grade level. Students learn about reading and writing through scaffolded lessons provided by core curriculum and from additional supplemental resources. Primary elementary teachers use Letterland, a phonics program, that teaches students grade-level appropriate phonological awareness and phonics skills. They also utilize data from the online reading instructional program, i-Ready, to ensure that students are on track to meet end-of-year grade-level expectations. This online program has different types of reports that help teachers have an understanding of their students' instructional levels and also provides resources including a library of online and teacher-led lessons and downloadable activities. The program works behind the scenes and makes adjustments based on student progress. In our school, teachers use it as a tool to differentiate instruction, motivate students and celebrate success as students pass lessons.

During the rotation of literacy centers, students have an opportunity to sharpen their reading skills on i-Ready and in other literacy centers that focus on foundational skills and writing. During guided reading, students read an instructional level book from the leveled books in the core curriculum. The teacher explicitly teaches a strategy and provides support. In conjunction with the Language Arts Florida Standards, our elementary teachers use the Fountas and Pinnell Literacy Continuum as a guide to identify key behaviors that teachers should teach and look for during interactive read alouds, shared reading, guided and independent reading. Throughout continuous professional development, teachers discuss how to correlate learning standards to specific reading behaviors found in the Literacy Continuum. This process has improved our teachers' understanding of the rigor and complexity of each ELA standard. Once teachers select the standard that will be taught, they can use the continuum to teach a reading mini-lesson and present it to students in digestible bites with a variety of texts, from different genres and text structures.

Students performing below level in foundational skills are assessed individually with the CORE Phonics and the MASI-R Oral Reading Fluency assessments. Based on the results from these assessments, teachers clearly pinpoint the foundational skills that need additional instruction, and can group students accordingly. Students in second through fifth grade are progress monitored using the embedded assessments in i-Ready called Standards Mastery. These rigorous assessments evaluate how students are demonstrating mastery of the reading standards. Assessments and how teachers use the results directly impact classroom instruction, but teachers' delivery of instruction and expertise to implement certain instructional strategies when needed

is crucial. In reading, our teachers teach comprehension strategies throughout the reading block, such as predicting and visualizing. Students have multiple opportunities to practice using their comprehension strategies through book talks, read alouds, reciprocal teaching, shared reading experiences, guided and independent reading. When students have various opportunities to read and write throughout the day and practice using self-correction strategies, they are willing to read more and share what they have learned.

### **1c. Mathematics**

Our math curriculum focuses on deepening conceptual understanding and fluency on specific standards in each grade level in order for students to move to the next grade level with a solid foundation. Go Math encourages a hands-on approach to standards-based learning in all domains and sub domains in the Florida Standards. Students build foundational skills through concrete experiences with manipulatives. In addition to base ten blocks, fraction pieces, and 3-dimensional figures, it provides technology enhanced resources, such as iTools, which allows students and teachers to model and solve problems on the Clear Touch Interactive Board. The curriculum transitions students to drawing representational pictures and models to deepen their understanding of the concept, to better assist them at the abstract level of understanding. Our curriculum also provides students with remediation and enrichment through paper-based and online resources. Critical thinking opportunities and higher order thinking questions are the common thread the curriculum provides across all grade levels. Our supplemental math programs, such as IXL and i-Ready Math, provide teachers the ability to assign specific skill practice to our students based on their needs.

At Somerset Academy Miramar South, we utilize i-Ready Math to drive our instruction. Students take a diagnostic test three times a year to measure their progress. After each diagnostic, i-Ready creates a pathway that focuses on their individual needs as a student. Teachers receive data in four domains: Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. i-Ready provides strategic intervention and enrichment in many forms aside from their online pathway. For every lesson, i-Ready provides on level activities, below level activities, and above level activities, as well as, instructional groupings based on common needs. This allows students the opportunity to facilitate math discourse among their peers that is needed to gain mastery.

### **1d. Science**

Science is taught using multiple curricula. This curriculum consists of both Stemscores, as our standard curriculum, and Woz Ed, as our supplemental STEM-driven curriculum, for enrichment. Our comprehensive science curriculum offers students print based and digital lessons that address the Next Generation Sunshine State Standards. Stemscores is a K-12 curriculum that outlines the five E model of instruction for our teachers. Teachers and students are able to Engage, Explore, Explain, Elaborate, and evaluate each different scope for deeper understanding. In the engage process, our teachers are able to activate prior knowledge, capture students' attention, and raise questions from students. Students begin to explore by observing, recording data, and suggesting different approaches to the question at hand. As this process continues, our students develop the understanding needed to explain the concept using explicit terminology. When students develop that understanding to explain, they are able to elaborate on the concept by applying the knowledge learned to new domains. They are able to create new questions and hypothesis to apply their learning to real life. Our STEM-driven Stemscores curriculum, offers both summative and formative opportunities to evaluate students' learning.

Woz Ed is a curriculum created by Apple co-founder, Steve Wozniak. It focuses on teaching through exploration and discovery using Pathways introduced at different levels. These pathways specialize in technology and career based programs designed to impact an area of need in the workforce. These pathways include coding, engineering design process, drones, cybersecurity, and mobile development. Each pathway is structured in a progressive way to make it adaptable for kindergarten through 12th grade.

### **1e. Social studies/history/civic learning and engagement**

Although learning about current and historical events is embedded in the literacy block, our students also use the social studies magazines from Houghton Mifflin Harcourt in the classroom. These magazines

provide an abundance of information on each topic that address specific grade level standards. For example, the fifth grade magazines focus specifically on the history of the United States. The series begins with the explanation of what America was like geographically early on and then transitions through history to cover major historical events, such as the Civil War, Postwar Change and Growth, World War I, The Great Depression, World War II, and then ending with introducing our students to the 21st Century. The digital component of the curriculum provides our teachers with many additional resources for enrichment. Our teachers also address important topics through project-based learning throughout the school year. Our students also learn about their civic responsibilities by participating in mock voting for the School Government Association.

**1f. For secondary schools:**

**1g. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

Other curriculum areas are an important part in the education of the whole child at Somerset Miramar South. Physical education, art, music, spanish, and computer courses are taken, providing each student daily opportunities to explore their strengths outside of the traditional textbook based instruction and find hidden talents and/or passions.

Students in kindergarten through 5th grade take all of our special area classes weekly, year round. Our physical education coach uses Florida's specials skills standards to plan lessons that teach the importance of fitness and nutrition. Students learn about the importance of healthy habits that lead to healthy lifestyles. The teacher organizes activities for students that include team sports, individual exercise, as well as techniques to improve flexibility and coordination.

Art education at SAM teaches the skills and technical qualities involved in creating, recreating and interpreting artwork that fosters lifelong appreciation. Our art teacher uses the Sunshine State Standards to plan meaningful lessons for our students. She infuses drawing, painting, sculpture, weaving, and work involving fabrics and design. Although the focus is on making art, she teaches our children about the history of these art forms as well. Each year our art teacher hosts an art show and auction on campus. This is an opportunity for our students and families to appreciate culture through art and come together to celebrate student achievement that enhances social and emotional well being.

Our music teacher uses the Sunshine State Standards to plan for lessons that enhance performance skills, teach improvising, reading music, and composing. She dedicates her time to teaching fundamentals of music and communicates through her teaching that persistence and practice every student will reach their potential. Annually, our music teacher produces and directs our school musical. This school musical is successful due to the collaboration of teachers, students, families and our community. Students have the opportunity to showcase their talents and work together to create a spectacular show.

Our Spanish teacher uses La Cartilla de Gretel, Spanish curriculum. Using this resource, she teaches Spanish grammar, pronunciation, spelling, vocabulary, composition, and dialogue. She infuses culture and history of countries that speak Spanish. Our Spanish teacher organizes a Hispanic Heritage Showcase each year. This event allows our students and staff to celebrate art and culture through different representations of Hispanic countries.

With the current focus on science, technology, engineering and mathematics (STEM), our computer teacher has one of the most important jobs in our school. She uses the special skills standards to plan lessons that support our students as they learn about careers in a wide range of professions. In addition, she teaches basic computer, keyboard and internet skills and encourages creative thinking with challenging classroom projects.

At Somerset Miramar, we believe building a solid reading foundation is very important. Our students visit with the Media Specialist once a week. She teaches our students how to use multimedia devices, introduces

our children to literature, media and other resources to broaden their horizons. She plans and carries out lessons that help our students become effective users of ideas and information, a lifelong skill.

Each special area fosters student creativity. In art class, for example, a student may choose what they will use to fill their blank canvas. In music class, they may develop their own rhythm. During Computer class, students may learn about coding their very own app. Each course is an opportunity to develop an interest or existing talent and truly shine among their peers.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

As we monitor the tier 1 instruction and provide supports and strategies for all student groups, the Collaborative Problem-Solving Team (CPST) works closely with the teachers to identify students in need of targeted tier 2 and/or intensive tier 3 interventions. Our school's CPST is comprised of an administrator, a curriculum coach, the ESE specialist, the teacher and student's parents. At times, our school counselor and interventionists may also be present. In quarterly meetings we discuss the programs, resources and interventions implemented based on the baseline data. Baseline assessments identify individual students with specific needs for remediation.

All of the students take i-Ready Reading and Math Diagnostic and individual student assessments are also administered if needed. Based on the results from multiple assessments, teachers can clearly pinpoint the skill each student needs to learn and can group students accordingly. Teachers use resources from Path to Reading Excellence in School Sites which includes lessons in all the reading domains. From the Journeys reading curriculum, teachers utilize Curious About Words for tier 2 students too. The school's reading interventionist utilizes the Fountas and Pinnell Benchmark Assessment System (BAS) with students who are significantly working at least two or more grade levels below.

In math, tier 2 students are pulled into small group with their teacher where reteach activities or interventions take place. Tier 2 students who continue to struggle or fail to meet grade level expectations after approximately six to eight weeks, are referred to the math interventionist for a placement assessment for our tier 3 intervention program. If the CPST determines that the student qualifies, then thirty-minute daily interventions are implemented by the math interventionist. The math interventionist uses Number Worlds math intervention program to teach students and provide targeted skill practice. Throughout this process, the teacher is in close communication with the math interventionist, parent and CPST. The goal is to build foundational skills and close the gap for these students.

#### **3b. Students performing above grade level**

At Somerset Miramar South, one of our favorite STEM Woz ED kits is our Drone kit. Our Level 1 Drone kit begins by having students in kindergarten through second grade receive an introduction into aviation. Students learn about the science of traveling through air and transition into the physics of flight. Our Level 2 kit, used in grades third through fifth, builds upon their knowledge and allows students to gain experience in piloting small vehicles. In this level, students pilot the drone and develop skills needed for safe flying.

Another favorite from our Woz ED Stem Science Curriculum is our Coding kit. In our Level 1 Coding kit, created for kindergarten through second grade, students are introduced to aspects that a computer programmer would consider when coding a simple animation or game. The kit is designed to get students thinking about how video games and computers function. In the Level 2 kit, students learn that, not only are there different written and spoken languages, there are also different programming languages being used. Students use this new language to move and program a robot. The codes tell the robot how to move and dance. When students learn to code, they discover how to relate block coding to text code.

Additionally, Somerset South offers a Saturday Enrichment program to students who are exceling in class and who want to participate in additional challenging activities and opportunities. In Saturday Enrichment, students have opportunities to participate in project-based learning that is led by their interests, choices and

curiosity. This program promotes teamwork, critical thinking skills and hands-on learning through experiments, research and presentations. At the end of the program, the families join the children in a family breakfast and their books are showcased.

### **3c. Special education**

All ESE students at Somerset Miramar South are serviced as indicated on their Individual Educational Plans. Each child's Individual Educational Plan (IEP) is updated on a yearly basis. The IEP is developed with input from the parent, educators, and sometimes the student. Each IEP addresses the student's priority educational needs as related to the impact of the disability on the student's educational program. Annual goals are developed and a report on the progress toward the annual goal(s) is sent home with the quarterly report cards.

General Education Teachers, as well as ESE teachers, are provided with copies of the student's IEP. At times an IEP will indicate that accommodations are needed to help the student with disabilities participate and make progress in the general curriculum. Administrators, together with the ESE specialist, make sure that the teachers receive the necessary support to implement any needed accommodations that involve changes in instruction and/or assessment.

During state or district assessments, students with disabilities are provided with accommodations as indicated on their IEP. Some of the accommodations may include: small group setting, extended time, frequent breaks during testing, repetition and explanation of directions.

Students with disabilities are serviced in a variety of ways and always in accordance with their IEP. Some students are able to access the general education curriculum with accommodations and support in the least restrictive environment. These students are serviced through consultation and/or collaboration between the ESE provider and the General Education Teacher. Some students with disabilities may need more intensive assistance that can be provided in the general education classroom. For these students, the ESE provider either works with the students in their general education classroom or may pull them out of their general education classroom to work in a small group or resource room setting.

### **3d. ELLs, if a special program or intervention is offered**

Somerset Miramar South offers all active English Language Learners (ELL) in the ESOL program differentiated instruction that will support the ELL's language classification. The language classification is based on an initial placement assessment (IPT) or the WIDA ACCESS 2.0. The teachers utilize the WIDA Can Do Descriptors that are determined by the active ELL language classification. The WIDA Can Do Descriptors ensure that all ELLs are receiving equitable classroom instruction and grading based on their present level. Students work in cooperative learning groups and centers with students that are bilingual. Students are also offered clear and concise directions in the student's native language. All active ELLs are administered the WIDA ACCESS 2.0 annually to determine if the English language is being acquired.

All ELLs are equipped with a English-Native Language Word-to-Word Dictionary and content area glossaries that are used while working on all assignments including homework. Any ELL that has a level one classification utilizes Imagine Learning to assist with progress monitoring and the student's English language acquisition. Imagine Learning provides an adaptive curriculum based on the student's score on their placement test in both literacy and oral vocabulary areas. The students use the program for sixty minutes a week. The program gives detailed information about their academic progression by showing the time spent in each lesson, and if the students completed and passed the lesson. ELLs are monitored frequently to ensure academic progression.

English Language Learners are provided with accommodations during the administration of the state standardized assessments. Some accommodations provided are, but not limited to, flexible setting, flexible scheduling, assistance in native language, approved dictionary and glossary.

### **3e. Other populations (e.g., migrant), if a special program or intervention is offered**

The Migrant Education Program is designed to assist students by providing several services. Services may include student enrollment, coordination of services with school personnel, interpreting for non-English speaking parents, and referrals to community agencies. Parents are informed of the Migrant Education Program through parent meetings, flyers, home and school visits, and phone calls. Our school counselor ensures that the families have information for The Family Counseling Program, which provides individual, family and group counseling to students and families residing in Broward County, free of charge. The program is confidential, with no indication in the student's school record that counseling has taken place. The program employs licensed therapists who are located in schools across the district, providing day and evening sessions. Our counselor also ensures that students and their families feel welcomed and that their rights are respected. We monitor that the academic, social and emotional needs are met through individual and group counseling, and collaboration with families.

Somerset Miramar South contracts social work services to promote and support the individual needs of students and families within a multicultural and multi-ethnic community. Social workers assist families in removing barriers to attendance and academic achievement, such as the need for mental health services, housing, or family issues like divorce, domestic violence, substance abuse, or crisis intervention. The services are provided free of charge. Finally, the Bilingual Parent Outreach Office provides services to English language learners, parents, families, and community organizations to ensure non-English speaking students are integrated in our school communities. A list of resources are sent home with all English Language Learners. Some of these services are provided by the district. Migrant students receive the "We Are Broward Immigrant Support Plan."

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

At Somerset Miramar South, we pride ourselves on providing a positive family environment that fosters student engagement. We have a school culture that helps to create an environment where our students become more engaged in their education in a more holistic sense. This environment is so apparent that it has earned us the nickname “SAM Fam”. Our families participate in various extracurricular activities that nurture the ongoing relationship with our school and help to connect them to academics in a more interesting and entertaining way. Parent and student involvement in these activities help to promote a culture of family and teamwork between school and home which supports and strengthens student engagement at school. We can always count on our families and students to help at our annual multicultural festival by not only cooking meals that represent different cultures but also assisting during the event. Our students and families assist us during literacy night by performing read alouds and help at math and science night by assisting teachers with hands-on experiments. At every school event, our families assist by popping popcorn and making snow cones for our students. At our school, academics are always a priority, but it is essential to also introduce academic concepts in a variety of ways outside of the classroom. We believe that it is important for school to be fun and memorable. An important component of this is celebrating our students. Nothing means more to a child than when a teacher goes out of their way to notice and celebrate even the smallest of achievements. Celebrations, verbal praise and heart-felt recognition show our students that their accomplishments can move mountains. We believe that confidence is the key to motivation. When a student feels that they can achieve the goals set for them, they become intrinsically motivated, and become lifelong, enthusiastic learners. Our teachers strongly believe in making real-world connections between the skills taught in the classroom to the challenges the students will face in the real world.

Somerset Academy Miramar South’s faculty and staff has committed to the total educational process. We support all of our students’ academic, social and emotional needs. Administration is actively involved in all activities, functions and events. Students know and feel loved by their administrators and are aware of the open door policy for students. Students regularly visit the office of the principal and or assistant principals to talk, share news, achievements, or simply to say hello. Our staff serve as advocates for students, so that they may manage the social and emotional demands of their lives. We create positive mindsets and behaviors using social and emotional classroom curriculum and the school counseling program. The school counseling program delivers data driven classroom guidance lessons, individual brief counseling, group counseling, college/career planning and continual collaboration with stakeholders.

### **2. Engaging Families and Community:**

Somerset Miramar South is dedicated to supporting the development of the whole child. We take pride in our willingness and ability to provide services such as social workers, EKG screenings, oral health, vision and hearing screenings and professional counseling. We believe these efforts, provide our low-income families some financial relief and in turn, student achievement increases, attendance rates go up, and suspensions drop. We firmly believe that strengthening each family's ability to support their children's academic achievement is a priority. We offer daily opportunities for parents to spend time in the classroom, join us for Saturday enrichment or attend one of our family nights such as Family Literacy Night and Math and Science Night. Families, students, teachers, administrators and community members eagerly participate in our School Advisory Council. This council meets, at least quarterly, to collaborate and monitor the effectiveness of the practices implemented in our school.

Our students and staff work closely to support our community. We have many clubs such as The Community Club and the National Honor Society who raise money for families in need, locally and internationally. Some examples of student-led contributions to our community are Susan G. Komen Race for the Cure, Dan Marino Walkabout Autism, American Cancer Society, March of Dimes and Red Cross. Our students clean up beaches, donate supplies to local pet shelters, participate in a holiday food drive that not only feeds neighboring communities but also our own Somerset families’ in need and donate clothing to local teens. Our students feel proud of their efforts and our community is grateful for their contributions.

Increasing communication between school and home via phone call, email, electronic grade book viewer, school website and our custom mass messaging system Parent Link have proven to be the most effective ways of keeping parents and the community informed of our success and school improvement needs. Each of our teacher's has a personalized website that provides specific information for students and their families. Additionally, social media like Facebook and Instagram has served as an effective platform to interact with our community.

Restaurants such as El Bakery, Chipotle, Panda Express and Freeze Nitro Creamery, among other local businesses have joined forces with us to raise money and provide opportunities for our stakeholders and community members to get together and help make us the strong unit that we are today. These restaurants allow us to host family nights one to two times a quarter in their dining rooms. They open their doors and invite our families to spend time together. They give back a percentage of their proceeds to our school. Freeze Nitro Creamery donates their time and products for family night events such as Math and Science Night. They set up a station and allow our students to make their own ice cream. They offer our families special discounts as well. These successful partnerships benefit our students, teachers and the entire community.

### **3. Creating Professional Culture:**

A professional culture begins with a faculty and staff that is educated, trained, and well-versed in their professional roles. Professional development is a key component to achieving this and is a continuous practice at Somerset Miramar South. Our administration and teachers participate and facilitate many trainings throughout the school year. Each year, our administration participates in the National Title I Conference, National Charter School Conference, Somerset Academy Technology Fair, and Somerset Academy Principal's Chat. These events allow for continuous learning and development which can then be brought back to our faculty and staff. Although professional development in academic areas is very important, we also feel that the areas of social emotional, safety and parent communication are crucial for our teachers and staff members as well.

In the beginning of the school year, teachers complete a professional development survey that the instructional coaches use to create a professional development plan. Throughout the school year, the professional development plan is modified based on teacher observations, questions from teachers, and formative and summative data such as iReady diagnostics and FSA assessments. Additionally, teachers can participate in professional development provided by Broward County Public Schools.

Teachers participate in team meetings on a weekly basis. During this time, the curriculum coaches facilitate professional development pertaining to instructional strategies that will benefit students receiving tier 1 instruction, such as differentiated instruction, small group instruction, and guided reading. There is also an emphasis on professional development that supports teachers with the implementation of reading and math interventions for tier 2 and tier 3 students. During these trainings, the curriculum coaches model instructional strategies that benefit students working on different levels. The instructional coaches also model instructional strategies in the classrooms. In addition to weekly trainings, new teachers participate in the New Educator Teacher Academy on a monthly basis. They receive training on topics such as parent communication, using data effectively, teaching students how effective reading and writing strategies, incorporating science, technology, engineering and math in their lessons just to name a few. After trainings, the coaches follow-up with the teachers and analyze data from formative assessments to evaluate the effectiveness of the strategy and its impact on academic achievement. For example, after modeling reciprocal teaching strategies, analyzing how the strategy addresses the Language Arts Florida Standards (LAFS), correlating key behaviors found in the Literacy Continuum to the LAFS, the teachers and the reading coach discuss how the students are analyzing and articulating their ideas about text by predicting, questioning, clarifying and summarizing.

In addition to our weekly team meetings, teachers, coaches, and administration participate in Data Team PLCs. Each grade level meets to discuss baseline data for the school year, sets goals for the school year, and meets to discuss progress made towards those goals. We believe that weekly meetings among the teachers

and coaches promote communication, collaboration, teamwork, and working together towards a common goal.

#### **4. School Leadership:**

The leadership philosophy and structure at Somerset Miramar South begins with the principal. Leading a school of highly qualified teachers by example, the principal holds three degrees in education including an Educational Specialist (Ed.S.) degree in Educational Leadership. As a supporter of continued education, she subscribes to educational literature to remain current with the ever-changing educational research and data. She also participates regularly in professional development based on both the needs of the school as well as on the pioneering educational practices that can positively influence the school and its stakeholders. The principal sets the example of passion, dedication, flexibility, and an openness to change that has become part of the culture of the school.

The principal's core administrative team consists of two assistant principals, each holding a master's degree in educational leadership, and two curriculum specialists, experts in their corresponding curricula areas and each holding a master's degree as well. This core team, selected and mentored by the principal during her tenure, has established a level of communication that enables them to oversee the daily operation of the school in a personal and hands-on manner. From classroom curricula to classroom management, student assessment to student discipline, school safety to cafeteria and custodial programs, all areas are handled directly and effectively by the members of this team. Daily communication of logistics, issues, concerns, compliments, and accomplishments is the foundation of this core team. This essential component allows for the consistent focus on the school's mission and goals as well as the ultimate success of the school.

The principal is the head of the leadership team, which consists of a group of individuals who share the exemplary qualities that have made them notable leaders in their departments. In addition to their passion and dedication, each brings to the leadership team their expertise and a willingness to embrace the principal's philosophy of change. Through the direction and mentoring of the principal, these innovators do not fear change for they know it is the only way to grow and improve as educators.

High-expectations course from administration, the leadership team, faculty and staff, and through to the students as well as their families. The belief that student achievement is a team effort is an essential component of the school's success. In order to ensure that all stakeholders are effectively working together, the principal maintains an open line of communication both through a standard open-door policy, as well as through scheduled meetings. Meetings are held weekly for the grade level teams, bi-weekly for the leadership team, monthly for the remaining faculty and staff, and a minimum of quarterly for parents and families. Throughout these meetings, it is evident that the principal has created an environment that allows for clear communication through a willingness to share and an openness to new ideas from all stakeholders. Many of the ideas shared are supported and are visible throughout the school's programs. For example, our Black History Month event was re-invented from an idea contributed by our history and drama teachers. Through collaboration with the administrative team and the creation of a committee, their vision of a musical/theatrical tribute to the important contributors of black history was realized. In another instance, the security staff of the school communicated a desire to implement a rewards/initiative program for students during their lunchtime. Again, with the assistance of administration, a well-coordinated program was put into place to encourage appropriate behavior and to reward classes monthly. The intervention program at our school was also developed subsequent to the continual communication between administration and teachers, where the need of additional support for Tier III students was identified. The program has been adapted and improved yearly based on the needs of the students/teachers and through the consistent communication and monitoring that exists between the interventionist and curriculum coaches. This is yet another example of how our staff continually contribute to the enrichment of our school. This open line of communication ensures that policies, programs, and resources are focused on student achievement, and that accountability is a natural course of the process.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Successful schools do employ multiple strategies that work collaboratively to address the various aspects of not only managing an educational facility, but also ultimately meeting the goals of continued academic growth and closing the achievement gap for all students. At Somerset Miramar South, we pride ourselves in being unique and innovative in many areas, however the one true foundational practice that reaches out to every aspect of our success is essential and effective communication. Communication is a necessary skill for any relationship, but at Somerset Miramar South, there are high expectations for the level of communication that is at the core of our culture. A culture of understanding where all stakeholders are aware that through open, concise, and intentional communication, we are all able to address concerns, offer suggestions, clarify misunderstandings, celebrate successes, and strengthen our relationships.

The expectation of consistent, effective communication begins with the leadership of the school. Administration and the leadership team communicate consistently and openly with the staff and faculty, enabling them to maintain awareness of the progress of the varying aspects of student education and success. Bi-weekly meetings for departments and leadership allow for a broader awareness and discussion of ideas, events, policies, and procedures in a manner that encourages proactivity. A more precise level of awareness begins with weekly communication within grade levels where instructional strategies are developed, data is reviewed and addressed, and specific student progress is analyzed. The frequency of meetings provides the opportunity for communication; however, the effectiveness of the communication is a skill that we continually strengthen. A safe and open environment exists where strategic questions and comments guide the conversations providing an accurate picture that allows us to offer support or address needs quickly and effectively. For example, from these meetings and conversations, professional development for teachers is provided, academic and behavior intervention plans for students are developed and prescribed, continual progress is monitored, and modifications can be made as necessary, ensuring a successful outcome.

This same level of consistent, effective communication carries through to our students and families. Administration, leadership, and teachers are present and involved at every event, conference night, Parent University, Student Advisory Council meeting, etc. That presence is key to developing the culture of open communication with all stakeholders at Somerset Miramar South. Parents and families quickly understand our availability as they are received openly and warmly at these opportunities. It is commonplace for parents to engage in effective communication with teachers, leaders, instructional coaches, and administration throughout these occasions. This approachability sets the foundation for families to feel comfortable reaching out not only to their child's teachers when needed, but to our instructional coaches and administration as well. The ability of our families to reach out for different levels of support, without feeling as if they are "going over the teacher's head" is a unique aspect of communication that exists at our school. For example, it is typical that our families know the personal cell phone numbers of our teachers, leaders, instructional coaches, and even administrators; something that is valued by both the parent and faculty as a consistent part of our philosophy that student achievement is a team effort. This unique level of support and accessibility is key to effective communication and has become a trademark of our culture; it is what sets Somerset Miramar South apart as a successful school.