Somerset Preparatory Academy (Homestead)

2020-21 Schoolwide Improvement Plan

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Somerset Preparatory Academy (Homestead)

3000 S.E. NINTH STREET, Homestead, FL 33033

[no web address on file]

Demographics

Principal: Jessica Mesa   Start Date for this Principal: 7/1/2020

2019-20 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	91%

School Grades History

Year

Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Lopez, Alina	Principal	
Mesa, Jessica	Assistant Principal	
Andrade, Carolyn	Administrative Support	
Sanders, Joshua	Dean	

Demographic Information

Principal start date
Wednesday 7/1/2020, Jessica Mesa

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

12

Demographic Data

2020-21 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Elementary School KG-5
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SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	38	43	41	28	26	0	0	0	0	0	0	0	230
Attendance below 90 percent	0	0	1	1	0	1	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	3	1	0	5	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/18/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	62%	57%	0%	57%	55%
ELA Learning Gains	0%	62%	58%	0%	61%	57%
ELA Lowest 25th Percentile	0%	58%	53%	0%	58%	52%
Math Achievement	0%	69%	63%	0%	66%	61%
Math Learning Gains	0%	66%	62%	0%	65%	61%
Math Lowest 25th Percentile	0%	55%	51%	0%	57%	51%
Science Achievement	0%	55%	53%	0%	52%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18

2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Somerset Preparatory Academy Homestead is a new school for the 2020-2021 school year. We are currently administering baseline assessments and diagnostic exams throughout iReady to determine the lowest performing components, subgroups and grade levels.

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

Somerset Preparatory Academy Homestead is a new school for the 2020-2021 school year. We are currently administering baseline assessments and diagnostic exams throughout iReady to determine the lowest performing components, subgroups and grade levels.

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.

Somerset Preparatory Academy Homestead is a new school for the 2020-2021 school year. We are currently administering baseline assessments and diagnostic exams throughout iReady to determine the components, subgroups and grade levels with the greatest gaps.

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

Somerset Preparatory Academy Homestead is a new school for the 2020-2021 school year. We are currently administering baseline assessments and diagnostic exams throughout iReady to determine the areas of strength by component, subgroup and grade level.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Somerset Preparatory Academy Homestead is a new school for the 2020-2021 school year. The school's leadership team is looking at previous data to determine students with 2 or more EWS. We are going to focus on students retained in previous years and students in the 5th grade scoring levels 1 and/or 2 on the 2019 MATH and ELA FSA.

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

1. Determine and address lowest 25% in Math and ELA in the 5th grade
2. Determine and address students requiring remediation in Math and ELA in grades 3-5
3. Determine and address students who have been previously retained in grades K-5
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Determine and address lowest 25% in Math and ELA in the 5th grade.
Measurable Outcome:	50% or more of 5th graders identified as the lowest 25% in Math and ELA will show significant annual gains on the 2021 ELA and MATH FSA.
Person responsible for monitoring outcome:	Carolyn Andrade (candrade@somersetprephomestead.com)
Evidence-based Strategy:	The school will use iReady as a diagnostic, remediation and progress monitoring tool to analyze and determine student progress throughout the year. Differentiated instruction in the classroom and the use of paraprofessionals will also be used to address the lowest 25%.
Rationale for Evidence-based Strategy:	i-Ready is backed by the most practical and applicable efficacy research in education. The system uses personalized lessons designed to fill students' knowledge gaps and help every student reach grade-level proficiency.

Action Steps to Implement

Curriculum Coach will oversee that teachers use and implement iReady effectively in the classroom. Curriculum Coach will also help teachers analyze data to determine additional strategies to use in the classroom for students not making adequate gains.

Person Responsible	Carolyn Andrade (candrade@somersetprephomestead.com)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Determine students in grades 3-5 needing remediation in Math and ELA based on iReady Diagnostic Assessment.
Measurable Outcome:	Students in grades 3-5 will score at or above the State proficiency average of 57% and the District proficiency average of 62% in ELA and the State proficiency average of 63% and the District proficiency average of 69% in MATH.
Person responsible for monitoring outcome:	Jessica Mesa (jmesa@somersetprephomestead.com)
Evidence-based Strategy:	The school will use iReady as a diagnostic, remediation and progress monitoring tool to analyze and determine student progress and proficiency throughout the year. Differentiated instruction in the classroom and the use of paraprofessionals and tutoring will also be used to address students in grades 3-5.
Rationale for Evidence-based Strategy:	i-Ready is backed by the most practical and applicable efficacy research in education. The system uses personalized lessons designed to fill students' knowledge gaps and help every student reach grade-level proficiency. Small groups and differentiated instruction in the classroom has also shown to be effective in addressing student individual needs.

Action Steps to Implement

Curriculum Coach will oversee that teachers use and implement iReady effectively in the classroom. Curriculum Coach will also help teachers analyze data to determine additional strategies to use in the classroom for students not making adequate gains and mastering benchmarks. Leadership Teacm will create paraprofessional push-in schedules and tutoring schedules as needed.

Person Responsible	Carolyn Andrade (candrade@somersetprephomestead.com)

#3. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Administration will look at EWS to determine and address students who have been previously retained in grades K-5.
Measurable Outcome:	All students in grade 3 will be promoted to grade 4 based on attaining a level 3 or higher on the 2021 ELA FSA or the Student Portfolio. All students previously retained will make adequate gains and progress to be promoted to the next grade level.
Person responsible for monitoring outcome:	Jessica Mesa (jmesa@somersetprephomestead.com)
Evidence-based Strategy:	The school will use iReady as a diagnostic, remediation and progress monitoring tool to analyze and determine student progress and proficiency throughout the year. Differentiated instruction in the classroom and the use of paraprofessionals and tutoring will also be used to address students in grades K-5.
Rationale for Evidence-based Strategy:	i-Ready is backed by the most practical and applicable efficacy research in education. The system uses personalized lessons designed to fill students' knowledge gaps and help every student reach grade-level proficiency. Small groups and differentiated instruction in the classroom has also shown to be effective in addressing student individual needs.

Action Steps to Implement

Curriculum Coach will oversee that teachers use and implement iReady effectively in the classroom. Curriculum Coach will also help teachers analyze data to determine additional strategies to use in the classroom for students not making adequate gains and mastering benchmarks. Leadership Team will create paraprofessional push-in schedules and tutoring schedules as needed.

Person Responsible	Jessica Mesa (jmesa@somersetprephomestead.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

After gathering initial data from iReady AP1, we will be able to identify the areas for growth and develop best practices for school wide improvement which include tutoring, push-in, pull-outs, etc.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

SPA is excited to create a learning and enriching environment that is culturally inclusive while focusing on educating the whole child. Our students are participating in social emotional learning as well as character education that will help them navigate through the various stages of emotional development. We also intend to spotlight grade specific students of the month as well as teachers of the month. This will help create a sense of unity and celebrate star pupils and teachers that embody Python Pride! Furthermore, we will host enrichment activities on site that will be made available through our partnership with community providers for karate and dance to build a sense of community and celebrate the arts. Teachers will also be encouraged to sponsor clubs such as STEM and FEA as well as start the School Patrol Program.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336		0754 - Somerset Prepatory Academy Homestead	General Fund		$10,000.00
			Notes: iReady			
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3374		0754 - Somerset Prepatory Academy Homestead	General Fund		$20,000.00
			Notes: Paraprofessional			
3	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$0.00
					Total:	$35,500.00