Somerset Academy Pompano (K 5)

2021-22 Schoolwide Improvement Plan

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Somerset Academy Pompano (K 5)

1101 NW 33RD ST, Pompano Beach, FL 33064

www.somersetpompano.com

Demographics

Principal: Donna Kaye

Start Date for this Principal: 6/16/2012

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2020-21 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* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (37%) 2017-18: C (50%) 2016-17: C (48%)
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 Broward 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

School Board Approval

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SIP Authority

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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.

It is the mission of Somerset Pompano to recognize the uniqueness of each child and the importance of developing the whole child. We will implement a program which addresses high expectations, provides academically stimulating and challenging instructional programs, and a positive learning environment for all students. As a school community, we will support our students by providing a safe, secure, and stimulating environment that enables them to value diversity, solve problems, and experience success in all facets of their development.

Provide the school's vision statement.

The vision of Somerset Pompano is to strive to prepare students for the twenty-first century by delivering the curriculum in an innovative and creative manner. We will educate the whole child so that he/she develops mentally, physically, emotionally, and socially to become productive global citizens.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Kaye, Donna	Principal	To maintain the day runs smooth, remains safe, and to provide an excellent learning environment for the students. It is the job of the principal to supervise the instruction and the development of curriculum, as well as analyzing and implementing strategies and programs based on the data.
Banks, Jessica	Teacher, ESE	Ms. Gray is our ESE Specialist. She maintains all of our SWD records, implements the IEPS of our students, and works closely with the classroom teachers to meet the needs of our students in ESE.
Lopez, Karen	Reading Coach	Mrs. Lopez duties as the Reading Coach is to model lessons in the classroom, co teach with the and support the ELA teachers. She will monitor interventions and work with the reading interventionist to make sure that the pull outs/push ins are meeting are focus needs.
Matheus, Miley	ELL Compliance Specialist	Mrs. Matheus is the ESOL Coordinator - she maintains the ELL folders, meets with the families, and assists in creating schedules for our language resource staff to work in the classrooms with our students. Mrs. Matheus supports our classrooms teachers overall and specifically works with our native Spanish speaking students and their families.
Corbett, Margaret	Math Coach	Mrs. Corbett's duties as the Math Coach is to model lessons in the classroom, co teach with the and support the math teachers. She will monitor interventions and work with the math interventionist to make sure that the pull outs/push ins are meeting are focus needs.
	School Counselor	Mrs. Daaga is our School Counselor and is there to be support the social emotional health of our students. She meets with individual students for counseling, she works with the Sanford Harmony program in our classrooms, and is a community resource for our parents.

Demographic Information

Principal start date
Saturday 6/16/2012, Donna Kaye

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.*
1

Total number of teacher positions allocated to the school

8

Total number of students enrolled at the school

120

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	25	14	20	27	19	19	0	0	0	0	0	0	0	124
Attendance below 90 percent	7	4	1	4	3	4	0	0	0	0	0	0	0	23
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 FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	4	3	6	3	5	2	0	0	0	0	0	0	0	23
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	12	0	0	0	0	0	0	0	0	0	12
Level 1 on the 2021 statewide FSA 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	2	4	2	2	2	2	0	0	0	0	0	0	0	14

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	2	5	4	5	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Sunday 9/26/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	9	23	26	23	20	21	0	0	0	0	0	0	0	122
Attendance below 90 percent	3	5	4	1	3	3	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	1	0	3	0	0	0	0	0	0	0	4
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	10	0	0	0	0	0	0	0	10

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	0	0	0	2	0	0	0	0	0	0	0	0	2

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	9	23	26	23	20	21	0	0	0	0	0	0	0	122
Attendance below 90 percent	3	5	4	1	3	3	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	1	0	3	0	0	0	0	0	0	0	4
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	10	0	0	0	0	0	0	0	10

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	0	0	0	2	0	0	0	0	0	0	0	0	2

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	1	0	0	0	0	0	0	0	0	0	0	0	1
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 Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				37%	59%	57%	45%	56%	56%
ELA Learning Gains				54%	60%	58%	57%	57%	55%
ELA Lowest 25th Percentile				64%	54%	53%	71%	51%	48%
Math Achievement				31%	65%	63%	61%	62%	62%
Math Learning Gains				23%	66%	62%	46%	60%	59%
Math Lowest 25th Percentile				18%	53%	51%	44%	47%	47%
Science Achievement				33%	46%	53%	27%	49%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	35%	60%	-25%	58%	-23%
Cohort Comparison						
04	2021					
	2019	35%	62%	-27%	58%	-23%
Cohort Comparison		-35%				
05	2021					
	2019	38%	59%	-21%	56%	-18%
Cohort Comparison		-35%				

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	17%	65%	-48%	62%	-45%
Cohort Comparison						
04	2021					
	2019	39%	67%	-28%	64%	-25%
Cohort Comparison		-17%				
05	2021					
	2019	33%	64%	-31%	60%	-27%
Cohort Comparison		-39%				

			SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	49%	-16%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For the 2020-2021 school year the progress monitoring tool used was Iready diagnostic. This tool was used for both reading and math in grades K-5, including ELL's, SWD and economically disadvantaged. Iready was administered 3 times per year for AP1, AP2 and AP3. This data tool was used to drive instruction, change small groupings to focus on intervention needs and to meet the needs of all students.

The diagnostic was administered to both on campus students and students learning from home. Students learning from home took the assessment while being monitored by a teacher in a small group. Students on campus were administered the diagnostic during class. ELL students and SWD students were accommodated based on their ELL or SWD needs.

The 5th grade students were administered the BSA science mid year to identify student deficiencies and to also identify those who were predicted to reach proficiency on the FCAT Science.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	31%	61%
	Economically Disadvantaged	9%	27%	63%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	25%	25%	25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	8%	46%
	Economically Disadvantaged	18%	9%	45%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0%	0%	25%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	26%	71%
	Economically Disadvantaged	14%	20%	60%
	Students With Disabilities	0%	0%	50%
	English Language Learners	10%	0%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	26%	42%
	Economically Disadvantaged	14%	27%	47%
	Students With Disabilities	50%	0%	0%
	English Language Learners	30%	20%	40%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	37%	38%
	Economically Disadvantaged	27%	31%	37%
	Students With Disabilities	67%	66%	33%
	English Language Learners	12%	25%	31%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4%	16%	28%
	Economically Disadvantaged	5%	16%	27%
	Students With Disabilities	0%	33%	67%
	English Language Learners	0%	6%	19%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	35%	42%
	Economically Disadvantaged	20%	33%	33%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0%	25%	25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6%	18%	53%
	Economically Disadvantaged	0%	13%	47%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0%	25%	51%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	33%	39%
	Economically Disadvantaged	22%	44%	33%
	Students With Disabilities	0%	0%	14%
	English Language Learners	0%	33%	33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	32%	42%
	Economically Disadvantaged	33%	33%	66%
	Students With Disabilities	0%	14%	0%
	English Language Learners	33%	33%	66%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	31%	NA
	Economically Disadvantaged	NA	24%	NA
	Students With Disabilities	NA	12%	NA
	English Language Learners	NA	24%	NA

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL	30	50		30	57		21				
BLK	27			18							
HSP	37	57		33	64		21				
FRL	35	53		27	53		12				
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
SWD											
ELL	39	43		28	17		23				
BLK	26	63		26	25						
HSP	44	50		36	25		23				
FRL	33	50	60	27	22	10	24				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
ELL	32	62	73	50	50	46					
BLK	46	53		58	39		29				
HSP	45	59	80	62	50	50	33				
FRL	42	52		59	45	46	28				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	236
Total Components for the Federal Index	6
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA
AP1-AP3 Iready ELA shows there is a deficiency in phonics and vocabulary across K-5.

3rd grade ELA FSA, data shows a 24% proficiency rate.

In the subgroups of Hispanic, Black and economically disadvantaged K-2 students showed 15% proficiency in AP1 and increased to 66% proficiency. 3-5 students showed 28% proficiency in AP1 and 42% in AP3.

ELA SWD
AP1-AP3 diagnostics, showed deficiencies in Grade 2 in Phonological Awareness, Phonics, and Comprehension.
Grade 3 Iready AP1-AP3 showed deficits in Phonics and Comprehension: Literature.
Grade 5 AP1-AP3 showed a consistent deficit in the areas of, Phonics, Vocabulary, and Comprehension.

ELA ELL
API, AP2, and AP3 students ABOVE or ON grade level show an improvement in 3 of the grades. 1st grade it increased by 2 students, 2nd increased by 3 , 3rd by 1.
For the A1 and L1 ELLs Imagine Learning benchmark tests, showed improvement in AP1-AP3.

Math
AP1-AP3 Iready results, showed deficiency in geometry in grade 2-5 and a deficiency in numbers sense and operations in K-1.

In the subgroups of Hispanic, Black and economically disadvantaged AP1-AP3 K-2 showed a proficiency of 17% in AP1 and increased in proficiency to 57% in AP3. Grade 3rd-5th showed a proficiency of 18% in AP1 and increased to 46% in AP3.

Math SWD
AP1-AP3 2nd grade showed a proficiency of 50% in AP1. The data showed a decrease in proficiency to 0% in AP3. Grade 3rd and 5th showed a proficiency of 0% in AP1 and increased to 34% in AP3.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA
Based of 2019 data, the greatest need for improvement is in the area of phonics and vocabulary in grades K-5, with vocabulary being the greatest for 5th grade students.
2019 AP3 data shows that 35% of students were at risk or deficient in the area of phonics, 2021 AP3 data shows that 46% are deficient in the area of phonics.
2019 AP3 data also shows that 5th grade students 20% of students sowed a deficiency in the area of vocabulary, where as 2021 AP3 data shows a downward trend showing an 46% deficiency in this area.

Based on the 2019 3rd Grade FSA data, 35% of students scored proficient, compared to 24% in 2021. This is an area that needs to be targeted for improvement based on the 11% decrease in proficiency.

Math
Based on the progress monitoring data and 2019 state assessments, the greatest need for improvement is overall math proficiency in all grade levels. Although, there was an improvement from

AP1 to AP3 data, there still is a need for improvement when considering 2019 assessments as well. AP3 data show that 48% of the students from grades k-5 are proficient in mathematics.

ELL
One component for the ELL that requires a great improvement is the ELA Achievement. Comparing the ELA achievement obtained during 2019 it decreased from 37% to a 33%.
SWD
Students in this subgroup showed the greatest need for improvement in the area of mathematics.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We attribute this to the change in the learning environment and the difficulties with technology and home support. Many of our students were virtual learners for a large portion of the school year and the difficulties of the difference in learning had a negative impact on these components.

Mathematics is usually formally taught at school with modeling and guidance. Parents are not as likely to be equipped to help their children, especially since the standards for modeling and requiring a deeper understanding of the skill may be a struggle for many parents since they were taught a "different way". Standards such as geometry are very difficult to teach without allowing students to be able to use manipulatives to help them understand better. Schools were closed for the last quarter of the 2020 school year. The 4th quarter is when geometry and measurement learning takes place. Many of the students were not able to get a quality level of instruction because of the challenges with online learning.

The English Language learners and SWD lost somehow the rigor of the testing environment and did not take advantage of the accommodations provided. This plot established a gap that hindered their progress in learning how to apply academic content during testing. Another factor is depicted in the idea that ELL students struggled to understand instructions and applying the skills needed to understand what the question was asking them and to solve multi-step questions and word problems.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA
In the area of ELA with a focus on Comprehension of informational text, we showed an increase of proficiency schoolwide from 35% during 2019 AP3 to 51% on the 2021 AP3 data.

Math
AP3 data suggests that student proficiency has increased in mathematics when compared to 2019 FSA assessment. AP3 shows 41% proficiency when compared to 31% from 2019 assessment. The specific math domain that has shown the most improvement when comparing AP1-AP3 is algebraic thinking.

ELL
Taking into consideration the results obtained from the analyzed school data one of the components for the ELL school population that showed the most improvement is the Math Achievement. Comparing the Math achievement obtained during 2019 school it went up from 31% to a 42% projected by API3 2020-2021- school-based progress monitoring.

What were the contributing factors to this improvement? What new actions did your school take in this area?

ELA
We contribute the positive increase to the additional support that was given in the classrooms. Each teacher had reading intervention support to include work in small groups and pull out intervention. The schedules of the interventionists were more consistent and allowed for them to give quality small group intervention.

Math
We contribute the positive increase to the additional support that was given in the students that needed the support. Each teacher had math intervention support to include work in small groups and pull-out intervention. The schedules of the interventionists were more consistent and allowed for them to give quality small group intervention.

ELL
The ELLs use flexible timing to review their work and double-check their answers in math tests and daily practices. The exercises that do not imply word problems (reading and understanding word problems) are easier to understand by the ELLs. Also, during the math lessons, teachers usually scaffold the assignments giving the ELLs a gradual release of the content presented and helping them understand the procedure before they put it into practice. As a new action, specifically, a group of below grade level ELL students receives math tutoring every week where they can revise basic math concepts and develop additional practices to improve their weaknesses and to learn techniques to apply during testing and classwork.

What strategies will need to be implemented in order to accelerate learning?

ELA & Math
We will continue to provide intervention support in the classrooms and schedules will continue to be consistent. Intervention teachers will work with small groups in class and pull out for additional intervention outside of reading and math blocks. During push in, the interventionist will support struggling students within a small group focusing on the in class curriculum. During pull out, the interventionist will focus on small group work with skills that are targeted to each student.

SWD
In addition to individual student plans, we will be providing more classroom push in support which will also include more efficient communication between the classroom teacher and the service providers. With this additional support we will be focusing on assisting our SWD with classroom grade level content, in addition to their services already being provided.

ELL
The ELL support staff will be working with students both in and out of the classroom to reinforce weak areas of grade-level content and to work on specific skills already identified by the teacher, the RTI specialist, and the ESOL Coordinator. Also, the use of the Iready diagnostics and the ELL tracking folders will continue providing data to recognize the students' weakness in a determined standard allowing the teacher to reinforce or reteach that content. The teachers together with the ELL staff will take advantage of the WIDA 'can do' descriptors to provide lesson plans that fulfill the student's needs and create personalized accommodations based on the students' language classification.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

ELA & Math
We will offer professional develop over pre planning to give teachers the frameworks for reading and math instruction. Literacy and math workshops will include curriculum overview, and ways to run small groups, including LLI. Teacher will be encouraged to attend the Broward County schools math

and reading workshops.
Interventionists will be properly trained on the curriculum and have mentor support to ensure delivery is accurate and effective. Staff will also be part of PLC's during the school year that focus on data chats and curriculum best practices.

SWD
During Preplanning, we will be providing staff with a workshop solely based on our ESLS program and SWD. During these workshops we will focus on topics such as, effectively accommodating SWD, importance of knowing your SWD and their needs, keeping data on SWD, effective communication between teachers and providers, etc.

ELL
More ESOL support will be provided to the teachers. The teachers will receive ESOL training to increase their understanding of language acquisition and learn ways to support their ELL students in the classroom. They will learn how to use the tools provided by ELL accommodations, WIDA, and by computer programs that offer tools and teachers' sources like the ones presented in Iready or Imagine Learning. Teachers will also learn to interpret the results from the ACCESS tests, to better understand their ELL needs and strengths. This support will help them create appropriate accommodations in daily planning and testing.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

ELA & Math
In the 2021 2022 school year, we will be hiring an intervention for each grade level. These interventionists will be scheduled into the classrooms daily to assist with reading and math small groups. The interventionist will use research based curriculum to work with struggling students to fill the academic gaps.
Students will be progress monitored and given informal assessments to watch for progress or changes in data. Upon analyzing data, groups will be changed and instruction will be modified to meet the needs of the students.

ELL
To ensure sustainability the ELL staff will reinforce Parent-teacher communication by providing more translation support when needed especially for teacher's notes to be sent home weekly to those families where there is low or no English spoken at home. This will help to build confidence and a sense of belonging around ELLs and their families. Besides that, a self-progress evaluation and feedback system will be implemented with ELLs and ESOL teachers (especially with the upper-grade levels) to have a better view of the student's scenery for the coming school year and evaluations.

SWD
The ESE specialist will monitor the teachers to ensure that students are effectively receiving accommodations. This will be done on a regular basis by pushing in to classes to observe and also by meeting with teachers to discuss what is working and what needs to be improved.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Increasing Math proficiency in all grade levels. Rationale Based on the AP3 data taken from iReady, 48% of the students showed proficiency in math. 53% of students in k-2 and 41% of students in 3-5. Although progress monitoring data has shown that our students have made progress in mathematics showing an increase in math proficiency from 13% (AP1) to 48% (AP3), there is still a need for improvement in overall math proficiency, especially since many of our students have learning gaps in mathematics due to the "Covid slide".
Measurable Outcome:	Improve proficiency on the math FSA by 9 percentage points by June 2022. Overall, proficiency in math will improve on the Iready diagnostic AP3 from 47% to 56%.
Monitoring:	Tracking sheets will be updated on a weekly basis and math data chats will be held biweekly to discuss the content based interventions that need to be provided. If the content based interventions are not found to be successful, the student will be added to Tier 2 interventions. If after success is not reached with Tier 2 intervention students will be placed in Tier 3 intervention for an increased amount of support. The math Specialist will meet with the teachers and math interventionists weekly to model effective instruction and participate in data chats. During these data chats, benchmark data will be analyzed and strategies will be put in place to address the deficiencies. If deficiencies are identified, the math specialist will provide classroom support.
Person responsible for monitoring outcome:	Margaret Corbett (mcorbett@somersetpines.com)
Evidence-based Strategy:	All students receive balanced math instruction via a 90-minute math block. Instructional strategies provided by the classroom teacher include: Number talks direct instruction, small group guided lessons, and hands on practice. Teachers utilize Marzano strategies as well as other low-risk high-yieldstrategies such as note-taking and collaborative group work to move students towards mastery of MAFS standards. Go Math is utilized during the whole group portion of the 90-minute math block as well as for re-teachinglessons. Strategies such as how to use manipulatives and number talks are utilized to increase number sense. Additionally, teachers would utilize the resources inthe iReady toolkit as well as Standards mastery for Benchmarking. Using weekly benchmark tracking sheets, the teachers are able to differentiate instruction to meet the needs of the students not showing mastery. Within Standards Mastery, the teachers have an additional benchmark that can be used after reteaching to show mastery.
Rationale for Evidence-based Strategy:	Number talks, using manipulatives, and data driven instruction are all effective teaching strategies that have been proven to increase math proficiency. Go Math and iReady are a researched based curriculums that have been approved by the state of Florida. iReady is an online curriculum that tailors instruction to meet the diverse needs of the students. iReady is approved through the state of Florida as a support curriculum with instruction in all strands of mathematics. When used with fidelity, iReady has proven to help students make gains. The Teacher Toolkit and Standards Mastery are tools designed to help the teachers differentiate and meet the needs of the students in the class.

Action Steps to Implement

Differentiated Instruction
The teachers will keep track of mastery of each standard on a benchmark
tracking sheet. Students who do not show mastery on the assessment (70%

or higher) will be retaught in small groups and given another assessment.
The materials used for reteaching will come from the Go Math reteach books.

Person Responsible   Margaret Corbett (mcorbett@somersetpines.com)

All students will be given class time to use the Reflex math computer program for at least 45 minutes each week. Increasing fluency in multiplication and division will increase mastery in number sense and operations. Fluency will also help students with fractions such as simplifying fractions and finding equivalent fractions. Students with the most math facts gained will be incentivized on a weekly basis.

Person Responsible   Margaret Corbett (mcorbett@somersetpines.com)

The school leadership team as well as the grade level teams will review performance data of all students systematically to identify interventions needed to improve student performance. Once a month, during their planning, 3rd/4th/5th grade math teachers will be provided with support from the math coach to design lessons targeting strategies to help with student mastery on numbers, operations and fractions. As well as how to teach conceptual understanding of the standards.

Person Responsible   Margaret Corbett (mcorbett@somersetpines.com)

iReady will be used in class for 45 minutes to an hour each week to provide differentiated instruction based on individual student needs as noted on the AP1 diagnostic. Tier 1/2/3 students will work on lessons tailored to their individual deficiencies during the math block. Utilizing the iReady profiles, students will be placed into groups to differentiate the lessons based on the skills that they need

Person Responsible   Margaret Corbett (mcorbett@somersetpines.com)

During the math block, the teacher will meet with small groups and individual students to provide systematic and explicit instruction in identified skill areas. The teacher plans for the diverse needs of each learner and matches instruction to meet their needs.

Person Responsible   Margaret Corbett (mcorbett@somersetpines.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Students on the 2020 ELA Iready AP2 increased form 30% proficient to 39% proficient. Although their was a 9% increase, we do not want to dismiss the low percentage of proficient students in this area, there is still a need for improvement in the ELA proficiency. ELA proficiency ties all areas together and increasing this area will also increase our students proficiency with math . Although teachers were tracking student progress through benchmark assessments, there was nothing done with the data to change or implement new instruction. Reteach was not consistent and data chats were not held as frequently as they had been in the prior years. Consequently, appropriate content based interventions were not implemented in the classroom to work towards mastery of the areas the students were deficient in. At this time, there will be a focus on 3rd grade intervention to improve FSA proficiency from 24% to an increase of 33% by 2022.
Measurable Outcome:	Improve proficiency on the ELA iready by 9 percentage points by June 2022. Overall, proficiency in ELA will improve on the Iready diagnostic AP3 from 39%% to 48%. 3rd grade FSA proficiency will increase by 9 points from 24% to of 33% proficiency by 2022.
Monitoring:	Tracking sheets will be updated on a weekly basis and ELA data chats will be held biweekly to discuss the content based interventions that need to be provided. If the content based interventions are not found to be successful, the student will be added to Tier 2 interventions. If after success is not reached with Tier 2 intervention students will be placed in Tier 3 intervention for an increased amount of support. The Reading Specialist will meet with the teachers and ELA interventionists weekly to model effective instruction and participate in data chats. During these data chats, benchmark data will be analyzed and strategies will be put in place to address the deficiencies. If deficiencies are identified, the reading specialist will provide classroom support.
Person responsible for monitoring outcome:	Karen Lopez (klopez@somersetpompano.com)
Evidence-based Strategy:	All students receive a balanced literacy instruction via a 90-minute ELA block. Instructional strategies provided by the classroom teacher include: small group guided lessons, differentiated centers and intervention group instruction. Teachers utilize Marzano strategies as well as other low-risk high yield strategies such as note-taking and collaborative group work to move students towards mastery of LAFS standards. Benchmark advanced will be utilized during the 90-minute ELA block as well as iReady to support instruction. iReady is used at least three times per week for 20 minutes. Students in Tier 2 and Tier 3 would then receive additional intervention and support, both inside and outside of the classroom with the teacher and the interventionists. During Tier 2 and 3 intervention the curriculum used for the small group instruction by utilize the resources in the iReady toolkit as well as
Rationale for Evidence-based Strategy:	Benchmark Advance, including the intervention piece, are an evidence based curriculum ed successfully It includes all components of literacy and has resource components that support each area. The classroom teacher and reading interventionists can utilize the resources to differentiate instruction. These resources are available in both print and digital. iReady is also a researched based online curriculum that tailors instruction to meet the

diverse needs of the students. iReady is approved through the state of Florida as a support curriculum with instruction in phonics, vocabulary and comprehension. When used with fidelity, iReady has proven to help students make gains. The Teacher Toolkit and Standards Mastery are tools designed to help the teachers differentiate and meet the needs of the students in the class.

Action Steps to Implement

Tier1
All students receive balanced literacy instruction via a 90-minute reading block. Instructional strategies provided by the teacher include: direct instruction, small group guided reading lessons, shared reading/ read alouds, independent reading time, and individualized reading conferences. In addition, students receive explicit vocabulary and word study instruction. Direct instruction is provided during the whole group portion of the 90 minute Reading Block. During small group reading instruction, students receive lessons targeted toward their specific needs

Tier2
All Tier2 students will receive required support via their targeted interventions. This includes small group instruction in the classroom. Tier2 students were identified using our Lowest 25% from the 2021 iready diagnostic results. Tier2 students receive push-in support from the Reading Interventionists during the 90 minute reading block.

Tier3
Tier3 students participate in learning targeted to their specific needs. The Reading Interventionist utilizes research-based intervention materials outside of the 90 minute reading block. The time spent on instruction for Tier3 students is 3 sessions per week for 35 minutes in addition to the combined Tier1/Tier2 amounts

Person Responsible   Karen Lopez (klopez@somersetpompano.com)

Differentiated Instruction
The iReady reading program will be used in class to provide differentiated instruction based on individual student needs. Tier 1/2/3 students will work on lessons tailored to their individual deficiencies during the ELA block.

To increase our proficiency in 4th-5th grades, there needs to be a more focused support system through ELA intervention in our K-3. The reading interventionist will push in to classroom to support K-3 teachers in a small group approach to instruction. Kindergarteners receive instruction in Phonics via small group setting and teachers utilize the Scholastic Book Room to plan small group lessons as well as LLI for intervention.

Interventionist will be hired for K-2 and for each 3rd-5th grade class through a grant received by the school. The interventionist will have assigned groups of students for both reading and math to work on targeted skills for improvement.

Person Responsible   Karen Lopez (klopez@somersetpompano.com)

ELL
ELL support staff will work with students both in and out of the classroom to assist them in better understanding of academic content. They will have scheduled times to work with the students using the

T.E.A.M curriculum. Imagine learning will be used for all A1/level 1 students. The students will take the diagnostic test in order to gather data. The program will then be used for at least 20 minutes 3 times per week. The ESOL coordinator will attend the Imagine Learning training and then train the teachers to implement the program.

SWD
ESE teacher will push into the classrooms to provide support during daily intervention block. This will be in addition to their scheduled ESE services as required by their IEP's. ESE teacher will use the class intervention curriculum in small group. During the monthly meetings, the ESE teacher will provide resources, support and discuss SWD progress. Resources will include; successfully implementing accommodations and strategies to ensure students are making progress.

Person Responsible   Jessica Banks (jbanks@somersetpines.com)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

Attendance in the 2020-2021 school year showed that 19% of students had attendance deficiencies. These students struggled with being to school on time, attending class both online and in person and often struggled with transportation.

The trend showed that our K-2 students struggled the most with their attendance and we attribute much of that to students learning from home not having proper supervision or lack of technology to be successful in the online learning.

Measurable Outcome:

By June 2022 we will see a 10% increase in students who are present in school. The 19% attendance deficiency will decrease by 10%.

Monitoring:

Once a student has been tardy or absent 3 times – the teacher contacts the family to see what the cause of the tardies or absences are and see if there is something the school can do to assist. If the student reaches 5 absences or tardies, a letter is sent home to the family both in English and their heritage language outlining the attendance policy and encouraging the parent/guardian to make sure their student arrives to school on time and every day.

The next step our School Counselor will set up a meeting or phone conference with the family to see if there are extenuating circumstances or if there are resources that can be put into place to give the family additional support.

If the issue continues, we utilize the Social Worker contracted through Venture Designs to make a home visit and put together additional resources to assist the family.

Concurrently, our School Counselor has incentive rewards for students who have weekly and monthly perfect attendance, as well as for students who have improved their attendance.

Person responsible for monitoring outcome:

Karen Lopez (klopez@somersetpompano.com)

Evidence-based Strategy:

Our School Counselor has incentive rewards for students who have weekly and monthly perfect attendance, as well as for students who have improved their attendance. We will also have a workshop for families to discuss and promote the importance of their children attending school on a regular basis.

Rationale for Evidence-based Strategy:

Workshops for families will give informative information on the importance regular attendance. The workshops will give resources for families who are in need of transportation and ways to motivate their children.

Action Steps to Implement

Families will be provided workshops on academic content and the importance attendance has on students. The guidance counselor will provide and overview of the school and county attendance policy. School attendance data and literature to support the data will also be provided.

Person Responsible

[no one identified]

The school counselor will monitor attendance to ensure their is contact made to families of students showing habitual truancy. Contact will be made on a regular basis and the school social worker will then follow up with families if attendance does not improve.

Person Responsible Donna Kaye (dkaye@somersetpines.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Somerset Pompano makes the safety of our students a top priority. Somerset Pompano serves a small population of students in grades K-5 and timely enter all discipline infractions into TERMS. Due to the pandemic, the school transitioned to remote live instruction on March 17, 2020. There were no discipline incidents at the school that fell into the categories of incidents identified by Safe Schools for Alex as crime, violence, or disruptive behavior. Additionally, no students were suspended from school during the 2019-2020 school year. The school will continue to timely and adequately enter all discipline infractions outlined in the discipline matrix into TERMS when they occur.
Administration at Somerset Pompano have also been trained on the use of SESIR and the reporting of incidents that are identified as crime, violence, or disruptive behavior.

Somerset Pompano has implemented the Growth Mindset philosophy at our school and based around this incorporate monthly mantras into our morning meetings with the students. We want to recognize the uniqueness of each child and keep in mind the importance of developing the whole child. Allowing our students to be comfortable asking for help, be comfortable with making mistakes, and knowing that effort is more important than perfection also helps to keep disruptive behaviors out of the classroom.

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.

We strive to help our students become well rounded and productive members of society. We try to infuse everyday life skills into their learning and give our students the tools they need to succeed in the world

outside of school.

We have implemented the Growth Mindset philosophy at our school and based around this incorporate monthly mantras into our morning meetings with the students. We want to recognize the uniqueness of each child and keep in mind the importance of developing the whole child.

As a school community, we support our students by providing a safe, secure, and stimulating environment that enables them to value diversity, solve problems, and experience success in all facets of their development. One way we achieve this is with the implementation of a House system to promote a sense of unity and family across grade levels. Every student and staff member belongs to one of our ten Houses, and we meet every early release day to work on character education and team building. Furthermore, our Essential 29 system is a school wide initiative that promotes behavior expectations and soft skills such as making eye contact, tracking the speaker, shaking hands, and practicing other societal norms.

Last year Somerset Pompano was awarded the Nita M Lowey 21st Century Community Learning Centers - Expanded Learning Programs Grant. This grant was written to focus on the whole child and making our students feel good about themselves and have a positive view of school. With monies from this grant, Somerset Pompano was able to create a Zen Zone; this is an area in our school that is designed to be calming and give students the mental break they need during the day. The room has sensory tables and activities within it as well as mats on the floor and a dedicated staff person to help them work through any issues they might be having. This program also allows us to offer weekly afterschool yoga classes to help our students center themselves and learn calming techniques.

Through the 21st Century grant we have the opportunity to focus on our special populations, as they are referred to in the grant, specifically our ESE and ELL students (there are currently no Gifted students at Somerset Pompano). Within the grant, we are able to provide additional resources for these students to make sure they feel supported and that they have a voice in our school. One of these ways is to provide weekly academic enrichments after school at no charge to help our ESE and ELL students catch up on items missed during the day, provide study time for upcoming tests, and tutoring to help fill the gaps that our ELL and ESE students might have to help them. As part of the grant, a special populations consultant (our ESE teacher) sits on the advisory committee to make sure that the needs of our special populations are heard and solutions and resources are provided for them.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

At Somerset Pompano our stakeholders are the community, our parents, our staff, and our students.

Community – Somerset Pompano partners with local businesses such as Publix Supermarket, PDQ Restaurant, Whole Foods, Golden Coral and S & B Services. We have built relationships with these businesses and continue to work with them with fundraising, career day implementation, garden projects, support with math and literacy nights as well as donations for materials and snacks for various programs.

A new community partner that was recently developed is a relationship with Katie's Kids Yoga through the Nita M Lowey 21st Century Community Learning Centers - Expanded Learning Programs Grant. We will be offering our students weekly Yoga sessions afterschool to help them with their mental well-being. Somerset Pompano will also be offering monthly family yoga sessions to engage our family's health and wellness.

Parents – Somerset Pompano implements activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement.

On top of the academic needs our students will face, coming back to the building full time will bring its own challenges for our stakeholders and we want to offer support to our families. We started this summer with a

Summer Bridge program that runs for 6 weeks, 3 days a week, to help "bridge the gap" that our students have faced by not being in the building. Keeping with the growth mindset, we all did grow this year – especially with the use of technology and some positive growth came out of that for our students and our families. Parent conferences and virtual workshops on zoom have allowed for more parents to attend and that is one thing we will be keeping moving forward. Open House for Parent awareness in August 2021, Literacy, and Math Workshops will also be held for our parents so that we can help them to help their students.

To help our parents to feel more comfortable coming to us for assistance, we have staff that speak English, Creole, Portuguese, and Spanish that are there to translate. Each of these staff has a google phone number that is given to the parents as well as an email distribution list where they have someone they can communicate with in their heritage language.

Staff - Somerset Pompano will offer the following training to staff (teachers, pupil services personnel, principals, and other staff) in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools:
Communication Workshop for Building Relationships
Professional Development Book Circles for Meeting the Needs of Students with the COVID slide which will be held on Early Release Days
Literacy Workshop for Differentiated teaching/learning
Math Workshop for Differentiated teaching/learning
Youth Mental Health Training (during pre-planning)

Students - Somerset Academy Pompano employs a school counselor as well as access to the services of a social worker as needed. As part of our ongoing Social and Emotional Learning initiative, we have partnered with Sanford Harmony to bring activities teaching respect and acceptance to each other. Our staff will also be taking the Youth Mental Health training to meet the emotional and mental health needs of our families as we navigate the return to the school building full time.

To assist our students transitioning into Kindergarten, we allow classroom visits for the first week of school as well as we make summer visits to all of our incoming Kindergarten homes to so they get to know us and are excited about school.

To assist our 5th graders matriculating into middle school, we invite the middle school to visit and share information with our students as well as give them guidance in filling out the course selection sheet. We also take them to the middle school for a tour of the campus. Both of these were done virtually for the 2020 21 school year but will be back to face to face for the 2021 22 school year

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: Math**	**$0.00**
2	III.A.	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
3	III.A.	**Areas of Focus: Culture & Environment: Student Attendance**	**$0.00**
		Total:	**$0.00**