Broward County Public Schools

Somerset Academy Riverside

2021-22 Schoolwide Improvement Plan

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Somerset Academy Riverside

2251 RIVERSIDE DR, Coral Springs, FL 33065

www.somersetriverside.com

Demographics

Principal: Sonia Andreu

Start Date for this Principal: 4/1/2019

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)	69%
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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (39%) 2017-18: No Grade 2016-17: 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 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	62%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	83%

School Grades History

Year	2020-21	2019-20	2018-19	2014-15
Grade		D	D	F*

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Somerset Academy Riverside is to maximize student achievement and foster the development of responsible, self-directed life-long learners in a safe and enriching learning environment.

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	Position Title	Job Duties and Responsibilities
Castro, Geyler	Principal	Oversee the functionalities of Somerset Academy Riverside and ensure the implementation and review of the action plans as per the School Improvement Plan.
Andreu, Sonia	Assistant Principal	Mentor classroom teachers and oversee, model and provide feedback to instructional strategies utilized in the classroom and oversee the execution of the plan of action as part of the School Improvement Plan.
Kleindl, Elizabeth	Instructional Coach	Mentor classroom teachers and oversee, model and provide feedback to instructional strategies utilized in the classroom and oversee the execution of the plan of action as part of the School Improvement Plan.
Cion, Johanna	Teacher, ESE	Teach and monitor the implementation of the accommodations for students with disabilities as per their Individualized Educational Plan or their 504. Mentor teachers in the implementation of such accommodations.

Demographic Information

Principal start date
Monday 4/1/2019, Sonia Andreu

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

Total number of students enrolled at the school

279

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

2

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

7

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	36	84	48	44	45	33	0	0	0	0	0	0	0	290
Attendance below 90 percent	7	10	8	2	5	1	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	2	5	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	2	7	10	9	5	0	0	0	0	0	0	0	33

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	4	4	4	6	6	0	0	0	0	0	0	0	24

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	4	2	5	3	1	0	0	0	0	0	0	0	15
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

Tuesday 6/29/2021

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	75	37	40	39	28	27	0	0	0	0	0	0	0	246
Attendance below 90 percent	16	6	3	3	3	5	0	0	0	0	0	0	0	36
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
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	4	3	1	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	5	5	3	0	0	0	0	0	0	0	13

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	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	

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	75	37	40	39	28	27	0	0	0	0	0	0	0	246
Attendance below 90 percent	16	6	3	3	3	5	0	0	0	0	0	0	0	36
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
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	4	3	1	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	5	5	3	0	0	0	0	0	0	0	13

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	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 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				50%	59%	57%		56%	56%
ELA Learning Gains				46%	60%	58%		57%	55%
ELA Lowest 25th Percentile					54%	53%		51%	48%
Math Achievement				44%	65%	63%		62%	62%
Math Learning Gains				40%	66%	62%		60%	59%
Math Lowest 25th Percentile					53%	51%		47%	47%
Science Achievement				17%	46%	53%		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	47%	60%	-13%	58%	-11%
Cohort Comparison						
04	2021					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison		-47%				
05	2021					
	2019	33%	59%	-26%	56%	-23%
Cohort Comparison		-57%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	59%	65%	-6%	62%	-3%
Cohort Comparison						
04	2021					
	2019	38%	67%	-29%	64%	-26%
Cohort Comparison		-59%				
05	2021					
	2019	23%	64%	-41%	60%	-37%
Cohort Comparison		-38%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	15%	49%	-34%	53%	-38%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The data shown below was gathered from the iReady diagnostic tests that were given in Fall, Winter, and Spring. Each grade level was given the adaptive test by the homeroom teacher with unlimited time to complete.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	54	61
	Economically Disadvantaged	21	29	50
	Students With Disabilities	0	50	25
	English Language Learners	11	26	37
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	32	39
	Economically Disadvantaged	7	7	21
	Students With Disabilities	25	25	25
	English Language Learners	3	0	15

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	38	50
	Economically Disadvantaged	33	25	33
	Students With Disabilities	0	0	0
	English Language Learners	4	9	14
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	29	38
	Economically Disadvantaged	33	33	33
	Students With Disabilities	25	25	25
	English Language Learners	0	9	24

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	67	50
	Economically Disadvantaged	25	50	75
	Students With Disabilities	33	67	33
	English Language Learners	0	0	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	31	40
	Economically Disadvantaged	0	25	50
	Students With Disabilities	0	33	33
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	41	64
	Economically Disadvantaged	13	13	38
	Students With Disabilities	0	17	67
	English Language Learners	14	14	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	39	57
	Economically Disadvantaged	13	25	50
	Students With Disabilities	0	17	50
	English Language Learners	0	14	29

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	35	44
	Economically Disadvantaged	0	14	14
	Students With Disabilities	0	0	0
	English Language Learners	0	14	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	29	50
	Economically Disadvantaged	0	14	50
	Students With Disabilities	0	0	25
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	49	52	
	Economically Disadvantaged	38	40	
	Students With Disabilities	33	38	
	English Language Learners	0	0	

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**
SWD	18			18							
ELL	41			18							
BLK	52	53		35	20		29				
HSP	62			41							
WHT	47			33							
FRL	55	40		33	19		31				

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**
ELL	40			50							
BLK	38			38							
HSP	59	50		45	38						
FRL	41	33		38	38						

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

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	6
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
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 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	38
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	58
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Based on our subgroup data from the 2019-2020 Florida Standards Assessments, our Black subgroup achieved a 40% in the ELA component and 50% in Math. Based on the data provided by the ESSA Federal Index the school's Economically Disadvantaged students subgroup proficiency average was 38%. Due to the fact that it is below the 41% required minimum average this subgroup

is an area of focus the school will be targeting. The students will participate in after school free tutoring sessions, push in/pull out groups, and use the iReady instructional program in both Reading and Math to increase student achievement. Our 5th grade Science students achieved a score of a 17%, which is well below the district's 46% average and the state's 53% average in the 2018-19 NGSSS statewide science assessment. This area was the lowest performing component at Somerset Academy Riverside Charter.

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

Based on the data from the 2019 school grade calculations, it is evident that 5th grade English Language Arts, Mathematics and Science were the lowest performing. The school's 5th grade proficiency in English Language Arts was 33%, in Mathematics it was 23% and 17% in Science. The school's data exhibited there was a deficiency in Mathematics and Science, as those were the lowest performing components. The school achievement in Mathematics was 44% and 17% for Science. During the 2020-2021 school year, the AP1 iReady ELA Assessment showed 39% proficiency and the Math Assessment showed 22% proficiency. The AP2 iReady ELA Assessment showed 53% proficiency, there was an increase in Math with 38% proficiency. The AP3 iReady ELA Assessment showed 63% proficiency and there was another increase in Math with 48% proficiency. Over the course of the 2020-2021 school year, each diagnostic test, in both reading math, showed increased proficiency.
Based on progress monitoring, the greatest need for ELA improvement would be in the vocabulary domain. The 2020-2021 iReady data reflects that vocabulary was the lowest performance area in ELA. In the final Diagnostic Assessment, students in grades K-5 showed 56% proficiency in vocabulary.
Based on progress monitoring, the greatest need for Math improvement would be the measurement and data domain. In the final Diagnostic Assessment, students in grades K-5 showed 54% proficiency in measurement and data.

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

The data states a need for increased vocabulary instruction as well as measurement and data instruction. Contributing factors to the low performance areas were due to the fact that students were remote learning and we were in a worldwide pandemic. The students were not able complete the 2020 school year due to school closures and started Fall 2020 in an online classroom environment. Future actions to be taken would include growth monitoring assessments to track student achievement and focus on specific areas in which students were identified that were performing below grade level. Low performing students will be identified and assigned to work with interventionists in small group settings to target instruction based on gaps identified by the school's progress monitoring tool, iReady. The iReady program was also utilized on a weekly basis to reinforce mastery of skills.

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

It is difficult to identify the component that exhibited the most improvement for our school based on FSA data due to the lack of data, but when comparing it to the state, it would appear that English Language Arts would be the area that displayed the most improvement. In the 2018-2019 school year the overall English Language Arts proficiency average was 50% when comparing it to that of the states average of 57% proficiency. In the 2017-2018 school year the state average was 56% and it increased to 57% in the 2018-2019 school year.
Based on the 2020-2021 iReady data, Comprehension: Literature domain showed the most

improvement from the AP1 diagnostic which was 40% to the AP3 diagnostic which was 67%. The Geometry domain in math showed the most improvement from the AP1 diagnostic which was 29% to the AP3 diagnostic which was 52%.

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

Interventionists worked with students in a small group setting and targeted instruction on the gaps identified by the school's progress monitoring tool, which was iReady. The school performed growth monitoring assessments to track student achievement and focus on the specific areas in which students were identified to be below grade level. The iReady program was also utilized on a weekly basis to reinforce mastery of skills.

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

The following strategies will be implemented in order the accelerate learning based on previous assessment data: bi-weekly data chats with teachers will be conducted to ensure the delivery of data driven instruction in all core subject areas, students will continue to use iReady online instruction, monthly growth monitoring assessments, and weekly tutoring sessions, as well as, participate in push in/pull out intervention sessions. Teachers will be required to use the online curriculum resources to help further drive low performing student achievement.

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.

The following professional development opportunities will be required for all teachers and leaders. During teacher preplanning week, teachers will be required to attend an iReady training with our iReady representative, an RTI/MTSS training with our MTSS Coordinator, and GoMath & Benchmark Reading trainings with the district. In addition, new teachers to Somerset will be required to attend monthly NESS (New Educator Support System) meetings to discuss ways to improve classroom strategies.

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

For the 2021-2022 school year, our school plans on implementing the following improved services to ensure sustainability in the next school year and beyond. In the area of RTI our school has merged the MTSS Coordinator with our Leveled Literacy Interventionist. In addition, qualified paraprofessionals will be aiding in interventions. To streamline our ESE department, we have assigned a dedicated ESE teacher who will providing student services, while our ESE specialist will be overseeing the ESE department. Moving forward, we will have a dedicated math/science curriculum coach, as well as, a dedicated literacy curriculum coach. Last, our campus will have a dedicated school counselor to assist in student relations.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA was identified as a critical need area at the school with an emphasis in vocabulary. The school's ELA proficiency average in 2018-19 was 50% and the state average was 57%, which identifies a 7% achievement gap. IREADY data also shows a need for focus in the ELA content with emphasis on vocabulary with only 56% of K-5 students proficient in this area.
Measurable Outcome:	The success of the students will be measured through progress monitoring tools and the May 2022 English/Language Arts FSA scores. The school will increase at least 20% proficiency in ELA. The school will monitor the students by using a progress monitoring assessment tool that will identify the areas of weakness. The teachers will use the data to provide small group and one-on-one instruction to ensure the students' academic weaknesses are being addressed. In the Reading/Language Arts classes the students will use iReady instruction to close achievement gaps that individualizes each standard focus. The teacher will administer monthly benchmark assessments to closely monitor the students' progress. The instructional coach will provide the teachers with the tools to deliver rigorous data driven instruction in the Reading/Language Arts classes.
Monitoring:	Based on the assessment data collected in the 2019-2020 and 2020-2021 school years, the Curriculum Coach will be conducting biweekly data chats with the teachers to ensure the delivery of data driven instructional lessons in the ELA classrooms. Additionally, the students will be using iReady online instruction, monthly growth monitoring assessments, weekly after school tutoring sessions, and participate in push in/pull out intervention sessions.
Person responsible for monitoring outcome:	Elizabeth Kleindl (ekleindl@somersetriverside.com)
Evidence-based Strategy:	The teacher will implement the Reading/Language Arts Ready program and through teacher-led instruction, students will develop and build a strong vocabulary, comprehension and writing foundations. The program's instructional framework supports educators as they strengthen their teaching practices. The program facilitates Reading/Language Arts concepts through the embedded standards. The school will also use iReady online instruction as an evidence-based intervention program as a progress monitoring tool throughout the year. The school will administer the Diagnostic Assessment three times per year along with monthly growth monitoring mini assessments to track the progress of the students in the ELA classes. iReady online instruction together with the Ready ELA books provide the additional support necessary to increase student achievement.
Rationale for Evidence-based Strategy:	Students need a more hands-on learning approach. ELA iReady gives the students the chance to be challenged by engaging in rigorous lessons and yet attainable goals. The students will be tested three times per year using iReady to determine their placement in small groups, tutoring, and push in/ pull out programs. iReady will also assign student centered ELA lessons based on the diagnostic results to close the achievement gaps in the Reading/Language Arts classes. The Wordly Wise program that would be used to reinforce the deficiency in vocabulary is an engaging, contextual vocabulary instructional program that provides direct academic vocabulary instruction that develops the critical link between vocabulary and reading comprehension. Direct instruction of important, useful, or difficult words for each grade level helps students successfully comprehend content-area texts and improve test scores. The students, teachers, and instructional coach will

have biweekly data chats to discuss the progress of each student and address any of the student's needs.

Action Steps to Implement

The first action step the school will take is to fully implement and use iReady and Wordly Wise programs for
the 2021-22 school year. Now that students will all return to live in-person instruction in the fall, this will be easier to role out and fully utilize. The leadership team will meet to discuss the needs of the students and ensure the program will support all the needs of our learners. The iReady and Wordly Wise programs will be used for weekly and bi-weekly progress monitoring and to implement data driven instruction.

Person Responsible Sonia Andreu (sandreu@somersetriverside.com)

The next action step the school will ensure takes place will be providing the teachers professional development opportunities at different times of the year. At the beginning of the year iReady facilitators will provide an introductory workshop to give teachers a guide on how to integrate technology into instruction. During the midyear professional development, the teachers will be able to access different reports in iReady that will compare the first and second diagnostic assessments. The teachers will further analyze the data with the instructional coach and conduct data chats on the student data tracking forms that will be sent home with the students. The forms will be signed by the parents and returned to the school to be kept in the student's portfolio.

Person Responsible Sonia Andreu (sandreu@somersetriverside.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The school's second lowest performing area as per the state assessment from 2018-2019 school data was Mathematics. The proficiency average in the Math component was 44%. The overall state proficiency was 63%, which was 19% higher than the school's average. This area of focus was identified as a critical need due to the fact that there was a 19% gap between the state and the school. This area of focus will impact the students learning and success throughout the year through the implementation of various curriculum and technology programs such as Go Math, iReady, Ready workbooks in the Math classes and the IXL program. During the 2021-2022 school year the instructional delivery of the Math instruction will closely follow the pacing guides and Florida Math standards to ensure the students are well prepared to succeed and increase student achievement.
Measurable Outcome:	The success of the students will be measured through progress monitoring tools and the May 2022 Math FSA scores. The school will increase at least 25% proficiency in Math. The school will monitor the students by using a progress monitoring assessment tool that will identify the areas of weakness.
Monitoring:	The school will monitor the students by using iready as a progress monitoring assessment tool that will identify the areas of weakness.
Person responsible for monitoring outcome:	Elizabeth Kleindl (ekleindl@somersetriverside.com)
Evidence-based Strategy:	The teacher will implement the Mathematics Ready program and through teacher-led instruction, students will develop mathematical reasoning and build a strong mathematical foundation. The program's instructional framework supports educators as they strengthen their teaching practices. The program facilitates mathematics concepts through the embedded standards. The school will also use iReady online instruction as an evidence based intervention program as a progress monitoring tool throughout the year. The school will administer the Diagnostic Assessment three times per year along with monthly growth monitoring mini assessments to track the progress of the students in the Math classes. iReady online instruction together with the Ready Math books provide the additional support necessary to increase student achievement.
Rationale for Evidence-based Strategy:	Students need a more ha ds-on learning approach. Mathematics Ready gives the students the chance to be challenged by engaging in rigorous lessons and yet attainable goals. The students will be tested three times per year using iReady to determine their placement in small groups, tutoring, and push in/pull out programs. iReady will also assign student centered Math lessons based on the diagnostic results to close the achievement gaps in the Math classes. The IXL program is an adaptive and individualized standard?based learning platform where students are given the opportunity to practice individualized standards until proven mastery. It continues to grant them opportunities to excel in the standard as well as remediates when necessary, providing students with a step by step break down. The students, teachers, and instructional coach will have biweekly data chats to discuss the progress of each student and address any of the student's needs.
Action Steps to Implement	

The first action step the school will take is purchasing iReady and IXL programs for the 2021-2022 school year. The leadership team will meet to discuss the needs of the students and ensure the program purchased will support all the needs of our learners. The iReady and IXL programs will be used for weekly and bi-weekly progress monitoring and to implement data driven instruction.

Person Responsible Sonia Andreu (sandreu@somersetriverside.com)

The next action step the school will ensure takes place will be providing the teachers professional development opportunities at different times of the year. At the beginning of the year iReady facilitators will provide an introductory workshop to give teachers a guide on how to integrate technology into instruction. During the midyear professional development, the teachers will be able to access different reports in iReady that will compare the first and second diagnostic assessments. The teachers will further analyze the data with the instructional coach and conduct data chats on the student data tracking forms that will be sent home with the students. The forms will be signed by the parents and returned to the school to be kept in the student's portfolio.

Person Responsible Sonia Andreu (sandreu@somersetriverside.com)

The next action step will be the implementation of the programs in the Math classes. The students will use iReady online on a weekly basis. They are responsible for completing 45 minutes per week on the Math section of iReady and passing each lesson quiz at 70% or above. The school will administer the iReady Diagnostic test three time per year. The data will determine the students lesson plan path in iReady. Each student will have their own set of lessons that are assigned based on the diagnostic assessment results. The lessons are designed to close the achievement gap from grade to grade in each Math concept. With regards to the IXL program, given standards will be assigned based on the pacing guide and class instruction provided by the teacher as to reinforce taught standards.

Person Responsible Elizabeth Kleindl (ekleindl@somersetriverside.com)

#3. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	Based on the 2019 ESSA Data, the Black/African American subgroup displayed a 38% achievement in English Language Arts and in Mathematics, which is 3% less than the 41% minimum required as per the Federal Index. Due to the fact that this is below the threshold, the Black/African American subgroup is one that the school will be focusing on to ensure that there is at least a 5% increase in achievement during the 2021-2022 school year. The low percentage in achievement is most likely due to the learning gap from previous years.
Measurable Outcome:	The school will monitor the progress of the Black/African American subgroup very closely via the iReady diagnostic assessments and growth monitoring of students. The students will take progress monitoring assessments to identify the areas of mastery and the areas of weakness in both English Language Arts and Mathematics. At the conclusion of the diagnostic assessments, data chats will occur with the students and identification of students who need further remediation will take place. At that time, the school will also provide free tutoring sessions to students who are not proficient in those areas in an effort to increase proficiency. Therefore, the school will increase at least 10% proficiency in the areas of English Language Arts and in Mathematics, as per the state assessment and progress monitoring tool by the end of the 2021-2022 school year.
Monitoring:	The school will monitor the students by using iready as a progress monitoring assessment tool that will identify the areas of weakness.
Person responsible for monitoring outcome:	Elizabeth Kleindl (ekleindl@somersetriverside.com)
Evidence-based Strategy:	The school will utilize the iReady program in Mathematics and in Reading to monitor student progress and identify areas of weakness. The iReady program uses evidence-based strategies to target specific learning gaps that will aid in the student's mastery of the ELA and Mathematics skills. The school will administer the Diagnostic Assessment three times per year along with monthly growth monitoring mini assessments to track the progress of the students in the Math and Reading classes. The school will also monitor the Black/African American students by providing tutoring sessions the students will use the Ready book for instruction to target deficient skills. The school will also provide push in/pull out interventions and the students will use the iReady instruction online as well. iReady online instruction together with the Ready Reading and Math books provide the additional support necessary to increase student achievement in the Black/African American subgroup.
Rationale for Evidence-based Strategy:	Students in the African-American subgroup need a rigorous approach in order to increase student achievement. According to Curriculum Associates, the research study found a strong correlation between iReady Diagnostic scores and scores on the FSA. Correlations are commonly used and widely accepted forms of validity evidence. The Reading and Mathematics Ready books give the students the chance to be challenged by engaging in rigorous lessons. The students will be tested three time per year using the iReady Diagnostic tool to determine their placement in small groups, tutoring, and push in/pull out programs. iReady will also be assigned to students on a weekly basis to complete lessons designed to close the achievement gaps. The students, teachers, and instructional coach will have biweekly data chats to discuss the progress of each student and address any of the students' needs that have not been met in the this subgroup.

Action Steps to Implement

The first step to establishing a successful plan of action to ensure the strategies are successful is to review the Math and ELA curriculum and develop a pacing guide that reflects the most beneficial sequencing. Along with creating the pacing guide, requesting a quote, putting together a purchased order and the actual ordering of the iReady program would be the steps necessary to getting this strategy implemented.

Person Responsible Sonia Andreu (sandreu@somersetriverside.com)

The next action step will be the implementation of the programs in the Math and ELA classes.
The students will use iReady online on a weekly basis. They are responsible for completing 45 minutes per week on the ELA and Math section of iReady and pass each lesson quiz at 70% or above. The instructional coach will meet with the teachers on a bi-weekly basis to review the student growth based on the iReady diagnostics, weekly lessons and growth monitoring tools to identify if a revision of the instructional strategies needs to be implemented. The classroom teacher will utilize that data to drive the instructional focus and
delivery in the classroom.

Person Responsible Sonia Andreu (sandreu@somersetriverside.com)

#4. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	Based on the data provided by the ESSA Federal Index the school's Economically Disadvantaged students subgroup proficiency average was 38%. Due to the fact that it is below the 41% required minimum average this subgroup is an area of focus the school will be targeting. Based on the 2018-2019 school data, the proficiency average in the ELA component was 41% and 38% in Math. The students will participate in after school free tutoring sessions, push in/pull out groups, use the Ready Florida Standards ELA and Math books, and use the iReady instructional program in both Reading and Math to increase student achievement. The Curriculum Coach will conduct data chats with the students and monitor their progress on a monthly basis.
Measurable Outcome:	The success of the students will be measured through progress monitoring tools and the May 2022 FSA scores. The school will increase at least 10% proficiency in the Math and ELA FSA. The teachers will use the data to provide small group and one-on-one instruction to ensure the students' academic weaknesses are being addressed. In the ELA and Math classes the students will use iReady instruction to close achievement gaps. The instructional coach will provide the teachers with the tools to deliver rigorous data driven instruction in all of the classes and ensure the economically disadvantaged subgroup is being tracked through the use of the data from the progress monitoring tools.
Monitoring:	The school will monitor the students by using a progress monitoring assessment tool that will identify the areas of weakness in ELA and Math. The teacher will administer monthly benchmark assessments to closely monitor the students' progress.
Person responsible for monitoring outcome:	Elizabeth Kleindl (ekleindl@somersetriverside.com)
Evidence-based Strategy:	The teacher will implement the Mathematics and Reading iReady online instructional program. The program's instructional framework supports educators as they strengthen their teaching practices by infusing technology in the classroom. The program facilitates mathematics and reading concepts through the embedded standards. The school will use iReady online instruction as an evidence-based intervention program and as a progress monitoring tool throughout the year. The school will administer the Diagnostic Assessment three times per year along with monthly growth monitoring mini assessments to track the progress of the students in the Math and Reading classes. During the tutoring sessions, the students will use the Ready book for instruction which is standards based. During the push in/pull out the students will sue the iReady instruction online. iReady online instruction together with the Ready Reading and Math books provide the additional support necessary to increase student achievement in the economically disadvantaged subgroup.
Rationale for Evidence-based Strategy:	Students need a more rigorous approach in order to increase achievement. Reading and Mathematics Ready books gives the students the chance to be challenged by engaging in rigorous lessons yet attainable goals. The students will be tested three time per year using iReady Diagnostic tool to determine their placement in small groups, tutoring, and push in/ pull out programs. iReady will also assign student centered Math and ELA lessons based on the diagnostic results to close the achievement gaps in the Math and ELA classes. The students, teachers, and instructional coach will have biweekly data chats to discuss the progress of each student and address any of the students' needs. During the push-in/pull-out programs the teachers will assign the students different lessons that will address each

of the individual learners needs based on the data collected from the economically disadvantaged subgroup.

Action Steps to Implement

The first action step the school will take is purchasing iReady and Ready Florida Standards books. The leadership team will meet to discuss the needs of the students and ensure the program purchased will support all of the needs of our economically disadvantaged learners. The iReady program will be used for weekly progress monitoring and to implement data driven instruction

Person Responsible Sonia Andreu (sandreu@somersetriverside.com)

The next action step the school will ensure takes place will be providing the teachers professional development opportunities at different times of the year. At the beginning of the year iReady facilitators will provide an introductory workshop to give teachers a guide on how to integrate technology into instruction. During the midyear professional development, the teachers will be able to access different reports in iReady that will compare the first and second diagnostic assessments. The teachers will further analyze the data with the instructional coach and conduct data chats on the student data tracking forms that will be sent home with the students. The forms will be signed by the parents and returned to the school to be kept in the students' portfolio.

Person Responsible Sonia Andreu (sandreu@somersetriverside.com)

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Based on the 2018-2019 school data, Science is an area that exhibited low performance. Only 17% of the 5th grade students were proficient on the Science portion of the Florida Standards/FCAT assessment. The overall state proficiency average for Science was 53%, which was 36% higher than the school's average. The school had limited resources in the area of 5th grade Science in the 2018-2019 school year and the classroom teacher was unable to teach all of the standards prior to the state assessment because of the learning gaps of the students since they came from a variety of schools. On the 2018-19 BSA only .08% of students showed proficiency in Science and in the 2019-20 school year there was an increase showing 54% of students obtaining proficiency. The instructional delivery of 5th grade Science will continue follow a pacing guide to ensure all Science concepts are taught and mastered prior to the state assessment and virtual labs will aid in the mastery of the Science concepts.
Measurable Outcome:	The school will monitor the delivery of Science instruction very closely and ensure that the classroom teacher is following the pacing guide provided to them by the instructional coach. Students in 5th grade will be able to be a part of virtual lessons that will enhance their educational experience and provide a better understanding of the concepts of Science. The students will take progress monitoring assessments to identify the areas of mastery and the areas of weakness. With the given strategies and virtual program implementation the school will increase at least 20% proficiency in the area of Science as per the state assessment and progress monitoring toll by the end of the 2020-2021 school year
Monitoring:	The school will provide the classroom teacher with pacing guides to allow for better monitoring of skills taught and assessed. By utilizing the pacing guides as a resource, the classroom teacher will be able to ensure that the Science skills are taught prior to the state assessment. It will also allow the teacher an opportunity to remediate and enrich when necessary. The school is also implementing Stem Scopes. Stem Scopes provides comprehensive digital resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth. The teacher will implement a weekly science inquiry day to utilize Stem Scopes and have more hands-on learning experiences for the students to aid in their mastery of concepts. This will provide visual representations of skills taught in the daily delivery of instruction.
Person responsible for monitoring outcome:	Elizabeth Kleindl (ekleindl@somersetriverside.com)
Evidence-based Strategy:	The school will provide the classroom teacher with pacing guides to allow for better monitoring of skills taught and assessed. By utilizing the pacing guides as a resource, the classroom teacher will be able to ensure that the Science skills are taught prior to the state assessment. It will also allow the teacher an opportunity to remediate and enrich when necessary. The school is also implementing Stem Scopes. Stem Scopes provides comprehensive digital resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth. The teacher will implement a weekly science inquiry day to utilize Stem Scopes and have more hands-on learning experiences for the students to aid in their mastery of concepts. This will provide visual representations of skills taught in the daily delivery of instruction.

Rationale for Evidence-based Strategy:	According to the Association for Supervision Curriculum and Development, "the use of pacing guides emphasize curriculum guidance instead of prescriptive pacing; these guides focus on central ideas and provide links to exemplary curriculum materials, lessons, and instructional strategies." Guides such as those, allow for the teachers to be able to chunk the material, put it in sensible order, identify what resources to use and determine the length of time for each standard. The pacing guides, along with Stem Scopes will provide a more hands-on learning approach. The Stem Scopes program uses an inquiry based approach that has been validated by extensive research as a highly effective tool to build conceptual understanding.

Action Steps to Implement

The first step to establishing a successful plan of action to ensure the strategies are successful is to review the Science curriculum and develop a pacing guide that reflects the most beneficial sequencing. Along with creating the pacing guide, the requesting a quote, putting together a purchased order and the actual ordering of the Stem Scopes program would be the steps necessary to getting this strategy implemented.

Person Responsible Sonia Andreu (sandreu@somersetriverside.com)

During pre-planning week, teachers will receive training on the pacing guides and bi-weekly team meetings will occur with our instructional coach to review, revise and identify any changes that need to be made to the pacing guides based on the data from the weekly and monthly growth monitoring assessments. In addition, once the Stem Scopes program is available, the teachers will receive training in how best to implement the program and how to access the program's capabilities.

Person Responsible Sonia Andreu (sandreu@somersetriverside.com)

Responsible Sonia Andreu (sandreu@somersetriverside.com)
The school will meet with the teachers on a bi-weekly basis to review, revise and analyze student data based on the progress monitoring tool. During these meetings, the instructional coach and the teacher will identify students who are displaying a lack of mastery on specific skills to determine the best way to reteach the skills and to revise, if needed, the pacing guide so that any skills that need to be retaught are revisited and progress monitored.
The program will be implemented for 6-9 weeks to determine its effectiveness. During that period, the instructional coach will meet with the classroom teacher on a bi-weekly basis to identify the effectiveness of the pacing guides by reviewing the assessments used for progress monitoring to identify what skills need to be remediated in a small group setting and readjust the structure of the pacing guide if necessary based on the data from the assessments. Even after the 6-9 weeks, if the program is effective, the coach and the teacher will continue their bi-weekly meetings to ensure it continues as such. However, if at any point during this time, a revision of the pacing guide needs to take place, then the coach will work on editing the guide and implementing the updated version and maintaining communication with the classroom teacher. The effectiveness of the Stem Scopes program
will be determined by classroom observations and teacher meetings, along with student assessments. The program should be able to produce a much better conceptual understanding for the students; however the school wants to determine the effectiveness of the classroom use and of the teacher implementing it within the daily or weekly instructional delivery.

Person Responsible Sonia Andreu (sandreu@somersetriverside.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.

After comparing the discipline data of our school across the state, it is evident that our school did not have any discipline data reported. Compared to other schools, it shows that our school should continue to implement our current behavior management systems. Some of these systems include providing professional development opportunities during teacher planning weeks regarding classroom management. Working with teachers to create a positive and productive classroom where students are required to understand the difference of positive and negative behaviors is important. Teachers will create codes of conduct in their classrooms and guide students in always treating others the way they want to be treated. Another behavior system that helps in overall school culture and environment is our Social Emotional Learning Curriculum. Social emotional learning helps students learn why others bully and begin developing the skills necessary to learn not to take such behavior personally and develop positive coping skills. Students today need to learn skills to cope with this kind of stress, which would lead to depression and, possibly, suicidal thoughts. Our school will continue to follow the Broward County Public School's discipline matrix. These guidelines are for assessing consequences for behavior violations of School Board policies. Last, we will continue to implement our Monthly Character Awards. We feel the strongest form of motivation is encouragement. Encouraging positive behavior and celebrating our students goals in our classrooms and throughout our school is a vital part of establishing and maintaining good classroom management, as well as a positive school culture and environment.

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.

Coming out of a school year where we began remote learning and slowly transitioned back to brick and mortar, we will be able to fully implement our previous strategies and procedures to continue to build a positive school culture and environment. The school will use daily agendas/student planners where students will write their homework, mark important dates and utilize it to communicate with parents to ensure the development of responsible, self-directed life-long learners.

Our school will continue to meet the needs of ALL students and continue to create a positive school culture and environment by hosting Parent Universities, Curriculum Nights, STEM Night, and family literacy night. Some examples of these school community nightly events would include how to utilize the online gradebook

system for parents to have easy access to their child's most current academic progress. Our curriculum nights will teach parents strategies on how to assist their children with understanding concepts in reading and in mathematics. The teachers will be able to teach the parents the strategies being taught in the classroom, so they may learn how to assist the students at home as well. A STEM night will include coming together collaboratively to show our families the wonderful world of Science, Technology, Engineering and Mathematics. Our family literacy night for students K-8 will be an evening where students will display their creative book reports. We will have literacy characters to greet the students, and students can take part in a book exchange. These community event evenings will bring families and community members, along with the school staff, together to be a part of the school's process to becoming an even better school and work collaboratively for the betterment of the school's
population and establish community partnerships to build foundations for the school and its students.

To connect with our ELL community we will continue to provide school information in multiple languages, written and oral. The school will host Parent Universities to bring families and teachers together for the success of the student. Families for our ESE, ELL, and GIFTED students will benefit from these Parent Universities by gaining helpful strategies for assisting their students in homework, studying and test prep. Our ESE Specialist and School Counselor will be attending all after school events to be available for questions, help, and support. In each classroom, ELL students are provided dictionaries and glossaries per content area. ESE students are provided all of their accommodations in the classroom to ensure success!

To be sure we are meeting the expectations of a positive school culture and environment that supports values such as trust and respect of our students, staff and stakeholders will receive surveys. These surveys are important because they’re the most reliable method to get real feedback. With the feedback we can make adjustments on our campus where necessary, while continuing to keep our staff, students and stakeholders involved. The results of the surveys are anonymous to assist in administration receiving non-bias opinion.

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

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.

Ensuring all stakeholders are clear regarding their specific roles in promoting learning while building a positive school culture is done by listing the roles and responsibilities of our staff at the beginning of each school year. Our school participates in several community fundraising events where staff and parents participate to help raise funds for local organizations. We have partnered with several local business owners to host fundraising events where we help build their customer base while helping our school raise money. Specific roles for our external stakeholders are also clearly defined in an agreement with our school. Teachers are given different responsibilities including a minimum of two parent conferences a year. Keeping our parents on-board with our students successes and struggles is key to helping them be better students and provide support. We will continue to provide all necessary communication regarding schoolwide and district wide information, and about all meetings. Notices will continue to be distributed in multiple languages. These meetings will help us to continue to build relationships and help our community

feel connected. Since the school year will begin with live classroom instruction once again, the school will guide teachers to open their classrooms for more parent involved activities. Parents can volunteer to be apart of classroom activities, field trips, dances and theatre productions. In addition, the school will plan special events after school hours, such as daddy daughter dances, art shows, or family bingo night. These school events will bring our school families and stakeholders together to be a part of the school's process in promoting a positive culture and environment and ensuring all stakeholders are involved. The school will continue to use daily agendas/student planners where students will write their homework, mark important dates and utilize it to communicate with parents to ensure the development of responsible, self-directed life-long learners. To make sure we are always staying connected to our ELL community, we will continue to provide school information in multiple languages and staff will be available to translate.

The school will also host curriculum nights to teach parents strategies on how to assist their children with understanding concepts in reading and in mathematics. The teachers will be able to teach the parents the strategies being taught in the classroom, so they may learn how to assist the students at home as well. The school will engage families and community members with a STEM night to come together collaboratively and show our families the wonderful world of Science, Technology, Engineering and Mathematics. These hands-on evenings will bring families and community members, along with the school staff, together to be a part of the school's process to becoming an even better school and work collaboratively for the betterment of the school's population and establish community partnerships to build foundations for the school and its students. Parent Universities bring families and teachers together for the success of the student.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**	**$0.00**
3	**III.A.**	**Areas of Focus: ESSA Subgroup: African-American**	**$0.00**
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Economically Disadvantaged**	**$0.00**
5	**III.A.**	**Areas of Focus: Instructional Practice: Science**	**$0.00**
		Total:	**$0.00**