

Miami-Dade County Public Schools

Somerset Academy Silver Palms At Princeton



2021-22 Schoolwide Improvement Plan

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Somerset Academy Silver Palms At Princeton

13390 SW 248 ST, Homestead, FL 33032

[no web address on file]

Demographics

Principal: Kerri Ann O'sullivan

Start Date for this Principal: 11/20/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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)	86%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (76%) 2016-17: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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[no web address on file]

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)
Combination School KG-8	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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.

Somerset Academy, Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed, life-long learners in a safe and enriching environment.

Provide the school's vision statement.

Set high expectations

Objective

Meaningful curriculum

Effective

Resourceful and responsible life-long learners

Students who achieve proficiency and beyond

Evaluate continuously and use data to drive curriculum

Teachers who are highly qualified

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
O'Sullivan, Kerri	Principal	Provide ongoing evaluations of a school's educational programs and their impact on student achievement. Play an important role in school-based decision-making. Help to make school cultures more collaborative.
Palomares, Karina	Assistant Principal	Provide ongoing evaluations of a school's educational programs and their impact on student achievement. Play an important role in school-based decision-making. Help to make school cultures more collaborative.
Valdes, Jacky	Staffing Specialist	Provide ongoing evaluations of a school's educational programs and their impact on student achievement. Play an important role in school-based decision-making. Help to make school cultures more collaborative.
Buergo, Marlene	Curriculum Resource Teacher	Provide ongoing evaluations of a school's educational programs and their impact on student achievement. Play an important role in school-based decision-making. Help to make school cultures more collaborative.
Santana, Martha	ELL Compliance Specialist	Provide ongoing evaluations of a school's educational programs and their impact on student achievement. Play an important role in school-based decision-making. Help to make school cultures more collaborative.
Velasquez, Adriana	Teacher, K-12	Provide ongoing evaluations of a school's educational programs and their impact on student achievement. Play an important role in school-based decision-making. Help to make school cultures more collaborative.
Redondo, Karina	Teacher, ESE	Provide ongoing evaluations of a school's educational programs and their impact on student achievement. Play an important role in school-based decision-making. Help to make school cultures more collaborative.
Axson-Hall, Ellisca	Teacher, K-12	Provide ongoing evaluations of a school's educational programs and their impact on student achievement. Play an important role in school-based decision-making. Help to make school cultures more collaborative.
Sherry, Colleen	Teacher, K-12	Provide ongoing evaluations of a school's educational programs and their impact on student achievement. Play an important role in school-based decision-making. Help to make school cultures more collaborative.

Demographic Information

Principal start date

Saturday 11/20/2010, Kerri Ann O'sullivan

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.*

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.*

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

575

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

8

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

8

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	106	127	110	85	70	76	0	0	0	0	0	0	0	574
Attendance below 90 percent	0	9	7	6	5	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	9	0	0	0	0	0	0	0	0	0	0	0	0	9
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	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	9	0	0	2	1	1	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	0	2	0	0	0	0	0	0	0	0	0	0	11
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 8/31/2021

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	120	99	82	64	70	48	0	0	0	0	0	0	0	483	
Attendance below 90 percent	0	2	0	1	0	1	0	0	0	0	0	0	0	4	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	3	2	0	1	0	1	0	0	0	0	0	0	0	7	
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	5	8	0	0	0	0	0	0	0	13	
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	1	0	0	0	0	0	0	0	7	

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	0	0	0	0	0	0	0	0	0	

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	3	2	0	0	0	1	0	0	0	0	0	0	0	6	
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	120	99	82	64	70	48	0	0	0	0	0	0	0	483
Attendance below 90 percent	0	2	0	1	0	1	0	0	0	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	3	2	0	1	0	1	0	0	0	0	0	0	0	7
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	5	8	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	1	0	0	0	0	0	0	0	7

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	0	0	0	0	0	0	0	0	0	

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	3	2	0	0	0	1	0	0	0	0	0	0	0	6
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				58%	63%	61%	79%	62%	60%
ELA Learning Gains				60%	61%	59%	71%	61%	57%
ELA Lowest 25th Percentile				57%	57%	54%	64%	57%	52%
Math Achievement				89%	67%	62%	89%	65%	61%
Math Learning Gains				88%	63%	59%	77%	61%	58%
Math Lowest 25th Percentile				100%	56%	52%	71%	55%	52%
Science Achievement				68%	56%	56%	83%	57%	57%
Social Studies Achievement					80%	78%		79%	77%

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	52%	60%	-8%	58%	-6%
Cohort Comparison						
04	2021					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-52%				
05	2021					
	2019	72%	60%	12%	56%	16%
Cohort Comparison		-52%				
06	2021					
	2019					
Cohort Comparison		-72%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	67%	12%	62%	17%
Cohort Comparison						
04	2021					
	2019	90%	69%	21%	64%	26%
Cohort Comparison		-79%				
05	2021					
	2019	97%	65%	32%	60%	37%
Cohort Comparison		-90%				
06	2021					
	2019					
Cohort Comparison		-97%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	53%	16%	53%	16%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-69%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

iReady is the Progress Monitoring Tool used for K-5th grade Reading and Math. The Progress Monitoring Tool we use for 5th grade Science is the Interim Assessments from the county.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75%	72%	76%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74%	72%	74%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57%	58%	60%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50%	52%	54%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61%	62%	63%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72%	72%	74%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59%	59%	57%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54%	57%	62%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54%	55%	57%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	64%	66%	70%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	40%	47%	50%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	57	53		67	73		27				
BLK	59			59							
HSP	62	57	33	69	63	55	45				
WHT	75			100							
FRL	55	50	40	66	57	58	37				
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	62	64		95	94		73				
BLK	55			55							
HSP	59	59	54	94	88	100	71				
FRL	61	60		90	86	100	67				

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
ELL	76	70	79	84	73	59	64				
BLK	60	64		67	64						
HSP	81	74	68	91	77	74	86				
WHT	70			80							
FRL	77	71	60	88	79	70	81				

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	8
Percent Tested	99%
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	54
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	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
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	88
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
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?

Math Data is very strong and emerged well amongst all grade levels. Reading in grades 3 & 4 increased but in 5th grade decreased. Science data shows a trend of decrease by 10%.

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

5th Grade ELA and Science. In 2019, 5th Grade ELA was 71% and now it's 60%. In 2019 5th grade Science was 60% and now it's 50%.

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 contributing factors to this need of improvement is basic reading foundational skills. New Actions that need to be addressed are DI and intervention.

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

Reading grade 3 showed the most improvement.

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

The contributing factor was the intensive DI and intervention given to our 3rd grade students in the 2020-2021 school year. Reading foundational skills was our focus.

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

DI

Small Group

Intensive Intervention

Implementation to accelerate learning, is crucial and due to the evident loss of instructional. School closures due to Covid-19, and the need for adaption led the framework to implement a plan that will accelerate learning. We can start with Streamline curriculum while focusing on grade-level standards. This will allow for curriculum to place a focus on rigorous, grade level content that can assist the student in familiarizing themselves with the material and the skills necessary to excel while incorporating in lost content. We will ensure the practice of Data Driven Instruction, which will consist of collecting data based on measurable goals and using this data to adapt instruction delivery and drive instruction. We can move to utilize the strategy of Customize instruction based on strengths and areas of growth for each student. The curriculum can be tailored to deliberately and intentionally meet individual learners' specific needs over a prescribed period. All efforts should focus on student strengths, simultaneously providing compensatory strategies and additional instruction to address gaps in learning and needed areas of growth. Lastly, in terms of strategies the utilization of using the Universal Design for Learning, the use manipulatives, and small group instruction should allow for flexible learning. In allowing flexible learning we can adapt learning and paved the way for accelerated learning. Focusing on these strategies will allow small teacher student ration in small groups, reinforce social ties that improve learning and behavioral outcomes overall.

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.

iReady

DI

Small Groups

Bridge the Gap

Identify the Groups

In order to make sure that the contributing factors and strategies are identified and utilized we will ensure that our support teachers and leaders receive adequate training on best practices and strategies. The effectiveness of differentiated instruction will be enforced by guaranteeing that support staff and leaders receive training, that support teacher has all resources necessary to properly executed the expected strategies. That the use of Data Driven Instructional meetings are held quarterly to analyze and interpret data and come together to formulate common goals and expectations in order to make adequate gains. The leaders of the school will support the support teachers by providing consistently meaningful feedback to support teachers to ensure that everyone is working together towards one main goal. Additional services that will be implemented will be the use of additional support staff that will be able to aid with planning, curriculum support and provide push-in services. Our data coordinator will aid in tracking scores and assessments in our mathematic department. The use of small groups will be utilized to differentiate instruction and aid the identified lowest 25 % of our students struggling in mathematics. The incorporation of STEAM and teacher observations will also aid in curriculum support and identifying those students that may be struggling. To incorporate PD to help teachers identify and provide support for students with early warning indicators to achieve academic success.

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

Behavioral and Social Needs of Students

Mental Health

Additional services will go on to include the implementation of S.T.E.A.M. , the use of professional development amongst our staff and the integration of ongoing support and technology to reach measurable goals.

Additionally, small group tutoring has been shown to be one of the most effective strategies to improve student outcomes. The incorporation of the evidence-based strategies will hopefully play an essential role in our goal of achieving accelerate of learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Differentiation. Our findings demonstrated learning gains for the lowest 25% decreased in ELA. However, with differentiated instruction in place, each student's needs will be met. We will provide the necessary instruction for the lowest 25% subgroup to make learning gains and move towards proficiency.

Measurable Outcome: If successfully implemented differentiation, then our lowest 25% subgroup will increase by a minimum of 10% percentage points as evidenced by the 2022 state assessments.

Monitoring: The leadership team will conduct monthly data chats and follow up with weekly walkthroughs. Teachers will adjust groups based on current data on a monthly basis.

Person responsible for monitoring outcome: Karina Palomares (kpalomares@somersetsilverpalms.net)

Evidence-based Strategy: Our strategy is to utilize differentiation of intervention programs to lessen the learning gap and build the foundational skills. This year our students will use personal data trackers to track their growth data by benchmark.

Rationale for Evidence-based Strategy: Utilizing this strategy allows the parents, students, and teachers a clear understanding of how students are performing in each content area/standard. Students will be assessed at the beginning of the year on all benchmarks, this data will then be analyzed and logged in their data folders. Teachers then will use the data folders to group students by strengths and weaknesses. During small groups, students will be provided remediation and continuously reassessed to show growth. As needed, the students will be moved between groups in order to ensure that their learning needs are continuously being met. The data folders will facilitate open communication and understanding by all parties involved in how to best support our students.

Action Steps to Implement

As a collaborative effort we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers.

Person Responsible: Karina Palomares (kpalomares@somersetsilverpalms.net)

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Person Responsible: Karina Palomares (kpalomares@somersetsilverpalms.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Comparing the school discipline data to the county we are very low 0.00 incidents per 100 students for violent, suspensions, property and drugs. Our goal is to continue this data across this school year.

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.

The leadership team fosters a culture consistent with the school's goals and purpose. All stakeholders collaborate and share responsibility in improving the school. Stakeholders feel empowered to give input and recommendations for continued improvement. All stakeholders enjoy their experience at the school and feel a part of a shared vision of success. All students have access to resources that address their social and emotional needs. All stakeholders collaborate and share responsibility in improving the school through our ESSAC meetings, faculty meetings, department meetings, and grade level meetings. The ESSAC meetings give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty, department, and grade level meetings give teachers and staff the opportunities to share their ideas on how the school can continuously improve. All stakeholders enjoy their experience at school and feel a part of the shared vision of success by including students on incentive field trips and through staff team-building activities throughout the year. Students are able to access resources for their social and emotional needs through our counselors and teachers. These practices will be sustained in years to come by having an open line of communication between our stakeholders.

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

Kerri Ann O'Sullivan- Principal
 Karina Palomares- Assistant Principal
 Jackie Valdes- ESE Specialist
 Martha Santana- ESOL Coordinator
 Marlene Buergo- Curriculum Specialist
 Karina Redondo- ESE Teachers

Adriana Velasquez- Teacher
 Colleen Sherry Teacher
 Olivia Mulet- Social Worker/Mental Health
 Princeton Church- Business Partners
 Early Coalition, FDLERS- Early Childhood Providers
 Miami Dade and FIE- Community Colleges and Universities
 Agape- Social Services

All stakeholders collaborate and share responsibility in improving the school through our ESSAC meetings, faculty meetings and department meetings. The ESSAC meetings give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty and department meetings give teachers and staff the opportunities to share their ideas on how the school can continuously improve. All stakeholders enjoy their experience at school and feel a part of the shared vision of success by including students on incentive field trips and through staff building activities throughout the year. Students are able to access resources for their social and emotional needs through our counselors and teachers. These practices will be sustained in years to come by having an open line of communication between our stakeholders.

The leadership team works collaboratively with teacher leaders to provide support to faculty in implementing effective instructional strategies aligned to the school goals. The administration consistently monitors classroom instruction and provides timely and constructive feedback to ensure academic success. Faculty meetings are a productive use of time and are designed to support teaching and learning. All staff members have equitable opportunities to assume leadership roles at the school

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$126,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	4012 - Somerset Academy Silver Palms At Princeton	General Fund		\$24,000.00
			<i>Notes: iReady</i>			
	5100	510-Supplies	4012 - Somerset Academy Silver Palms At Princeton	General Fund		\$102,000.00
			<i>Notes: Florida Wonders</i>			
Total:						\$126,000.00