# Somerset Academy Charter Middle School (South Homestead)

## 2021-22 Schoolwide Improvement Plan

## Table of Contents

# Somerset Academy Charter Middle School (South Homestead)

### 305 NE 2ND RD, Homestead, FL 33030

### www.somersetacademysh.com

## Demographics

## Principal: Walk IR la Soberon

Start Date for this Principal: 6/1/2015

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Middle School 6-8 |
| **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) | 82% |
| **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: A (63%) 2017-18: A (62%) 2016-17: B (59%) |
| **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.

## Table of Contents

## Somerset Academy Charter Middle School (South Homestead)

### 305 NE 2ND RD, Homestead, FL 33030

### www.somersetacademysh.com

## 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) |
|---|---|---|
| Middle School 6-8 | Yes | 81% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | Yes | 89% |

## School Grades History

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

## School Board Approval

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## SIP Authority

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

### Provide the school's vision statement.

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

## School Leadership Team

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

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Soberon, Walkiria | Principal | |
| Morfa, Caridad | Assistant Principal | |
| Socas, Cristina | Dean | |
| Marques, Sonia | Instructional Coach | |
| Berry, Lakisha | Instructional Coach | |
| Daniel, Matthew | Teacher, ESE | |

## Demographic Information

### Principal start date
Monday 6/1/2015, Walk IR la Soberon

### 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.*
18

### 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.*
16

### Total number of teacher positions allocated to the school
26

### Total number of students enrolled at the school
467

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
4

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**
3

**Demographic Data**

## Early Warning Systems

### 2021-22

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 158 | 151 | 158 | 0 | 0 | 0 | 0 | 467 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 1 | 0 | 0 | 0 | 0 | 9 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 17 | 5 | 0 | 0 | 0 | 0 | 37 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 10 | 21 | 0 | 0 | 0 | 0 | 42 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 26 | 22 | 0 | 0 | 0 | 0 | 72 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 47 | 34 | 24 | 0 | 0 | 0 | 0 | 105 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 77 | 48 | 0 | 0 | 0 | 0 | 185 |

**The number of students identified as retainees:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 5 |
| 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**
Wednesday 9/15/2021

### 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 | 0 | 0 | 0 | 0 | 0 | 0 | 135 | 157 | 211 | 0 | 0 | 0 | 0 | 503 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 12 | 9 | 0 | 0 | 0 | 0 | 22 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 19 | 0 | 0 | 0 | 0 | 42 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 16 | 28 | 0 | 0 | 0 | 0 | 55 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 29 | 58 | 0 | 0 | 0 | 0 | 107 |

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 135 | 157 | 211 | 0 | 0 | 0 | 0 | 503 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 1 | 0 | 0 | 0 | 0 | 9 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 12 | 9 | 0 | 0 | 0 | 0 | 22 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 19 | 0 | 0 | 0 | 0 | 42 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 16 | 28 | 0 | 0 | 0 | 0 | 55 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 29 | 58 | 0 | 0 | 0 | 0 | 107 |

**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 | | | | 61% | 58% | 54% | 58% | 56% | 53% |
| ELA Learning Gains | | | | 55% | 58% | 54% | 57% | 56% | 54% |
| ELA Lowest 25th Percentile | | | | 46% | 52% | 47% | 50% | 52% | 47% |
| Math Achievement | | | | 70% | 58% | 58% | 65% | 56% | 58% |
| Math Learning Gains | | | | 65% | 56% | 57% | 64% | 56% | 57% |
| Math Lowest 25th Percentile | | | | 67% | 54% | 51% | 70% | 55% | 51% |
| Science Achievement | | | | 38% | 52% | 51% | 53% | 52% | 52% |
| Social Studies Achievement | | | | 85% | 74% | 72% | 83% | 73% | 72% |

**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 |
| 06 | 2021 | | | | | |
| | 2019 | 65% | 58% | 7% | 54% | 11% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 55% | 56% | -1% | 52% | 3% |
| Cohort Comparison | -65% | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 60% | 60% | 0% | 56% | 4% |
| Cohort Comparison | -55% | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 60% | 58% | 2% | 55% | 5% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 57% | 53% | 4% | 54% | 3% |
| Cohort Comparison | | -60% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 80% | 40% | 40% | 46% | 34% |
| Cohort Comparison | | -57% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 13% | 43% | -30% | 48% | -35% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 75% | 68% | 7% | 67% | 8% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 84% | 73% | 11% | 71% | 13% |
| 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 | 96% | 63% | 33% | 61% | 35% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 100% | 54% | 46% | 57% | 43% |

**Grade Level Data Review - Progress Monitoring Assessments**

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

During the year 2020-2021, we used i-Ready as our progress monitoring assessment for 6th-8th grade.

| Grade 6 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 20 | 12 | 10 |
| | Economically Disadvantaged | 24 | 19 | 21 |
| | Students With Disabilities | 2 | 2 | 3 |
| | English Language Learners | 2 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 23 | 25 | 22 |
| | Economically Disadvantaged | 20 | 27 | 27 |
| | Students With Disabilities | 4 | 3 | 4.5 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 7 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 18 | 20 | 22 |
| | Economically Disadvantaged | 30 | 30 | 30 |
| | Students With Disabilities | 3 | 2 | 2 |
| | English Language Learners | 0 | 0 | 0 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 27 | 31 | 36 |
| | Economically Disadvantaged | 30 | 30 | 30 |
| | Students With Disabilities | 3 | 2 | 2 |
| | English Language Learners | 0 | 0 | 0 |
| **Civics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 27 | 31 | 36 |
| | Economically Disadvantaged | 30 | 30 | 18 |
| | Students With Disabilities | 1 | 2 | 2 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 8 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 19 | 21 | 21 |
| | Economically Disadvantaged | 13 | 16 | 21 |
| | Students With Disabilities | 1.5 | 3 | 1.3 |
| | English Language Learners | 0 | 0 | 0 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 7 | 16 | 19 |
| | Economically Disadvantaged | 6 | 9 | 22 |
| | Students With Disabilities | 0.09 | 2 | 3 |
| | English Language Learners | 0.09 | 2 | 3 |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 35 | 43 | 18 |
| | Economically Disadvantaged | 18 | 23 | 22 |
| | Students With Disabilities | 0 | 1 | 2 |
| | English Language Learners | 0 | 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 | 29 | 43 | 43 | 22 | 18 | 29 | 25 | | | | |
| ELL | 47 | 50 | 36 | 42 | 28 | 34 | 12 | 65 | 50 | | |
| BLK | 76 | 61 | 60 | 54 | 39 | 42 | 29 | 100 | 79 | | |
| HSP | 62 | 53 | 39 | 53 | 37 | 41 | 43 | 70 | 68 | | |
| WHT | 57 | 47 | 31 | 57 | 39 | 29 | 50 | 78 | 92 | | |
| FRL | 61 | 51 | 41 | 50 | 37 | 42 | 39 | 70 | 66 | | |
| **2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 26 | 46 | 36 | 41 | 42 | 36 | 27 | 55 | | | |
| ELL | 42 | 53 | 48 | 54 | 55 | 62 | 24 | 67 | 77 | | |
| ASN | 80 | 60 | | 90 | 70 | | | | | | |
| BLK | 54 | 50 | 46 | 63 | 64 | 73 | 20 | 82 | | | |

| 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 |
| HSP | 61 | 57 | 48 | 69 | 64 | 68 | 36 | 86 | 78 | | |
| WHT | 63 | 48 | 29 | 76 | 75 | 63 | 55 | 83 | 81 | | |
| FRL | 58 | 55 | 48 | 67 | 63 | 64 | 36 | 84 | 77 | | |
| 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 |
| SWD | 26 | 41 | 38 | 38 | 58 | 55 | 27 | 75 | | | |
| ELL | 27 | 52 | 53 | 41 | 60 | 67 | 27 | 62 | | | |
| BLK | 50 | 58 | 54 | 53 | 64 | | 36 | | | | |
| HSP | 56 | 56 | 49 | 65 | 65 | 70 | 52 | 81 | 57 | | |
| WHT | 73 | 61 | | 65 | 57 | 57 | 77 | 86 | 71 | | |
| FRL | 55 | 55 | 51 | 63 | 64 | 71 | 49 | 81 | 57 | | |

## 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 | 53 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 53 |
| Total Points Earned for the Federal Index | 526 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 97% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 30 |
| 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 | 60 |
| 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 | 52 |
| 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 | 53 |
| 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?**

Based on the Progress-monitoring data by grade level you see that our students began the year strong in ELA and went down throughout the year. In math, the students consistently showed an increase from fall through spring.

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

Based on progress monitoring and 2019 state assessments, science continues to be one of our greatest needs for improvement.

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

A contributing factor to this need for improvement was the strategies used in the science class. This past year we implemented an online book that assisted in remote learning. This year we hired a paraprofessional that will be solely there to assist our science teachers with interventions.

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

7th Grade Civics and Math were our most improved assessments either in our 2019 state assessments and/or our progress monitoring tools.

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

In 2019, was the first year our school implemented the i-Ready program, which is a possible contributing factor to the improved performance. Further, there was more alignment and collaboration between the teachers teaching the subject area. For Civics we have used students Island for remediation and their weekly mini- benchmarks.

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

During this year we will have to use the assistance of our paras to push-in to classes and pull-out students. We will also be implementing weekly tutoring sessions on all subjects.

**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.**

Teachers will be provided various forms of professional development involving differentiated instruction and the BEST standards.

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

Throughout this year and moving forward we will provide two collaboration teachers that will help with our ESE students. We will also provide paraprofessionals for the different subjects to help with the differentiated instruction and the pull-out tutoring sessions to target the students in the lowest 25%.

## Part III: Planning for Improvement

### Areas of Focus:

| #1. Instructional Practice specifically relating to ELA | |
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| **Area of Focus Description and Rationale:** | ELA gains and performance of the lowest 25% were our second and third-lowest scoring component. |
| **Measurable Outcome:** | During the 2020-2021 school year, only 63 % percent of the students were proficient in reading. By June 2022, at least 73% of students will score at the proficient level or higher on Florida Standard Assessment. All other students will move up at least one proficiency level from where they started. |
| **Monitoring:** | To accomplish this, the curriculum team and the teachers will work together to create rigorous lessons that will be followed by bi-weekly assessments and tracked through an online database. In addition, teachers will monitor student independent reading, which is then followed by an assessment to monitor students' Lexile level. Students will complete quarterly assessments on Growth Measuring to help track and increase their reading ability. |
| **Person responsible for monitoring outcome:** | Lakisha Berry (lmacias@somersetacademysh.com) |
| **Evidence-based Strategy:** | Pull- Out and Push-In Intervention, After school Tutoring, i-Ready program |
| **Rationale for Evidence-based Strategy:** | Individualized targeted tutoring will support students in filling gaps in reading comprehension skills. The i-Ready program is a differentiated research-based online remediation program aimed at filling gaps. Purchase on-line resources to facilitate remote learning instruction. |

### Action Steps to Implement

1. i-Ready program usage with fidelity
2. Provide ELA tutoring opportunities
3. Additional online purchase of new texts to facilitate remote learning instruction

| **Person Responsible** | Lakisha Berry (lmacias@somersetacademysh.com) |
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| #2. Other specifically relating to 8th Grade Science Achievement | |
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| **Area of Focus Description and Rationale:** | Science achievement was the lowest-performing component, the component with the greatest decline from the previous year, and the component with the greatest gap between school and state. |
| **Measurable Outcome:** | Improve achievement in 8th grade science by implementing project based learning and intervention. Resources for intervention include Study Island and MeasureUP. Paraprofessionals will use these resources to remediate struggling students in a small group setting throughout the school day. Last year, 18% of the students passed the 8th grade science FCAT, the goal is to raise it to 40% proficiency this year. |
| **Monitoring:** | Using Study Island, science teachers will be able to progress monitor each month by assessing standards taught. We will be monitoring growth from the baseline testing done in September to midyear testing done in January in order to identify those areas that need the most remediation and those students that need the most individual assistance. |
| **Person responsible for monitoring outcome:** | Sonia Marques (smarques@somersetacademysh.com) |
| **Evidence-based Strategy:** | Frequent progress monitoring using consistent assessment tools across all teachers teaching the subject area to gauge; provide tutoring opportunities and online resources to assist in remote learning. |
| **Rationale for Evidence-based Strategy:** | Frequently assessing student progress will ensure students are on-track to master standards. Tutoring will supplement their classroom instruction and help fill gaps in their science knowledge. Providing each student with online resources will help with the facilitation of learning and knowledge acquisition. |

### Action Steps to Implement

1. Create topic assessments to be used to progress monitor, implement a schedule for administering the assessments.
2. Tutoring for 8th grade Science
3. Online purchase of textbooks to facilitate remote learning instruction as well as consumables to assist in student learning.

| **Person Responsible** | Sonia Marques (smarques@somersetacademysh.com) |
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| #3. ESSA Subgroup specifically relating to Students with Disabilities | |
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| **Area of Focus Description and Rationale:** | Math students with disabilities (SWD) declined in learning gains from 58% in the 2018 testing year to 42% in the 2019 testing year. |
| **Measurable Outcome:** | Students with disabilities (SWD) will increase their learning gains in math by 10% to 52%. |
| **Monitoring:** | School leadership appointed a mathematics and reading coach to address teacher deficiencies in differentiated instruction to assist students earning a Level 1 on the FSA. They have also appointed two ESE teachers that will assist with student support. |
| **Person responsible for monitoring outcome:** | Matthew Daniel (mdaniel@somersetacademysh.com) |
| **Evidence-based Strategy:** | Target SWD with Math pull-out tutoring throughout the day and after school tutoring sessions. |
| **Rationale for Evidence-based Strategy:** | SWD requires a smaller group setting to maximize their learning. By placing them in a pull-out tutoring group will allow us to focus on their specific deficiency. |

### Action Steps to Implement

Pull- Out Tutoring
After School Tutoring

| **Person Responsible** | Matthew Daniel (mdaniel@somersetacademysh.com) |
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## Additional Schoolwide Improvement Priorities

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

**Somerset Academy Middle, has had minimal discipline issues compared the the state. The primary concern that will be monitored by Halo Vape Detectors is the Drug/Public Order Incidents. These incidents will be monitored daily through the vape detectors to ensure that our school culture continues to remain that of a drug/Tobacco free school.**

## 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.

Somerset Academy South Homestead builds a positive school culture and the environment with all stakeholders by providing Parent Academies for our parents and social-emotional learning (SEL) lessons for our students. Parent Academies aim to involve parents and the community in the school and develop the capacity of families to support their child's education. The Academy will meet virtually 6 times during the year and engage participants in topics such as parenting skills, navigating the path to college, how to best support children in school, etc. At Somerset Academy, we aim to have well-rounded students. To be able to do this our students must be able to see the child for a while. Our SEL program is geared to teach students how to master their emotions and learn how to deal with the day to day of life. These programs assist our school culture and the environment by providing the family atmosphere that we strive for.

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

Somerset Academy South Homestead also hosts a variety of events open to families and the community, for example, the Hispanic Heritage Expo, Black History Showcase, and SASH Bash (food truck night). Further extracurricular clubs, such as the National Junior Honor Society and Key Club, prepare students to be leaders for the public and engage in a variety of community service projects. These events will continue to take place per CDC guidelines.

To support student achievement, the school Somerset Academy South Homestead will provide monthly tutoring sessions. Our tutoring sessions will be based on our student's lowest benchmarks. We will also Further, the counseling team has partnered with community organizations to provide resources to families, such as counseling and information and services during the school's Wellness Fair. The school has also teamed with local restaurants and businesses (e.g., Texas Roadhouse to raise funds for the school's various organizations). These events will continue to take place per CDC guidelines.

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | $26,970.00 |
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| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
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| | 3374 | | 6013 - Somerset Academy Charter Middle S Homestead | Title, I Part A | | $26,970.00 |
| **2** | **III.A.** | **Areas of Focus: Other: 8th Grade Science Achievement** | | | | **$1,046.25** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 3374 | | 6013 - Somerset Academy Charter Middle S Homestead | Title, I Part A | | $1,046.25 |
| **3** | **III.A.** | **Areas of Focus: ESSA Subgroup: Students with Disabilities** | | | | **$1,764.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 3374 | 160-Other Support Personnel | 6013 - Somerset Academy Charter Middle S Homestead | Title, I Part A | | $1,764.00 |
| | | | | | **Total:** | **$29,780.25** |