

Broward County Public Schools

# Somerset Academy East Preparatory



## 2021-22 Schoolwide Improvement Plan

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# Somerset Academy East Preparatory

2000 S STATE ROAD 7, M IR Amar, FL 33023

somersetep.com

## Demographics

**Principal: Mary Stuart**

Start Date for this Principal: 7/1/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2020-21 ESSA Subgroups Represented</b> (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 Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (59%) 2017-18: B (59%) 2016-17: A (70%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Somerset Academy East Preparatory

2000 S STATE ROAD 7, M IR Amar, FL 33023

somerstep.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)
Elementary School KG-6	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

### School Grades History

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

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<https://www.floridacims.org>.

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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 East Preparatory 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
Stuart, Mary	Principal	It is the job of the principal to make sure that everyone remains safe and to provide an excellent learning environment for the students. Further, the principal supervises the instruction and assists with the development of curriculum, as well as analyzes and implements strategies and programs based on data.
Acord, Amber	ELL Compliance Specialist	Mrs. Acord is the lead teacher and wears several hats. In this capacity she is the ESOL Coordinator. She maintains the ELL folders and meets with the families. Mrs. Acord supports our classroom teachers overall by providing assistance.

### Demographic Information

#### Principal start date

Wednesday 7/1/2009, Mary Stuart

**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.*

1

**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.*

2

**Total number of teacher positions allocated to the school**

12

**Total number of students enrolled at the school**

211

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

3

**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	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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**Date this data was collected or last updated**

Wednesday 9/22/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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

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

**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	34	38	41	35	38	36	0	0	0	0	0	0	0	222
Attendance below 90 percent	1	5	0	0	1	0	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6

**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	6	0	0	0	0	0	0	0	8

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

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				67%	59%	57%	68%	56%	56%
ELA Learning Gains				57%	60%	58%	61%	57%	55%
ELA Lowest 25th Percentile				36%	54%	53%	69%	51%	48%
Math Achievement				77%	65%	63%	65%	62%	62%
Math Learning Gains				79%	66%	62%	56%	60%	59%
Math Lowest 25th Percentile				64%	53%	51%	50%	47%	47%
Science Achievement				33%	46%	53%	45%	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	60%	60%	0%	58%	2%
Cohort Comparison						
04	2021					
	2019	75%	62%	13%	58%	17%
Cohort Comparison		-60%				
05	2021					
	2019	67%	59%	8%	56%	11%
Cohort Comparison		-75%				
06	2021					
	2019					
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	65%	9%	62%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019	89%	67%	22%	64%	25%
Cohort Comparison		-74%				
05	2021					
	2019	67%	64%	3%	60%	7%
Cohort Comparison		-89%				
06	2021					
	2019					
Cohort Comparison		-67%				

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

### Grade Level Data Review - Progress Monitoring Assessments

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

For the 2020-2021 school year, the progress monitoring tool used was i-Ready diagnostic. This tool was used for both reading and math in grades K-5, including ELL's, SWD, and economically disadvantaged. The diagnostics in i-Ready were administered three times per year for Ap1, AP2, and AP3. The data was used to drive instruction, change small groups to focus on intervention needs, and to meet the needs of all students.

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

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	55	77
	Economically Disadvantaged	52	57	76
	Students With Disabilities	0	0	17
	English Language Learners	63	63	75
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	59	75
	Economically Disadvantaged	45	58	71
	Students With Disabilities	0	75	75
	English Language Learners	28	40	45
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65	69	71
	Economically Disadvantaged	66	70	72
	Students With Disabilities	100	100	100
	English Language Learners	20	23	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	45	38
	Economically Disadvantaged	39	44	40
	Students With Disabilities	0	0	0
	English Language Learners	27	20	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	43	46
	Economically Disadvantaged	29	34	34
	Students With Disabilities	0	0	0
	English Language Learners	10	11	0
	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			

Grade 6				
	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			

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
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	43	47		43	38		31				
BLK	56	41		49	29		35				
HSP	46	50		39	30						
FRL	53	42		45	27		28				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
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	66	73		80	100						
BLK	70	60	45	80	81	80	32				
HSP	61			78							
FRL	66	58	36	77	82		30				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
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	58	70		64	50						
BLK	68	54	58	63	52	50	46				
HSP	68	80		84	80						
FRL	66	61	69	63	56	50	43				

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
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	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	6
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
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	45
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	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
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?

Progress monitoring data shows that in first through third grade, and in fifth grade there was an increase in students that were proficient. In fourth grade the number of students that were proficient decreased from AP1 to AP3 by three percentage points. In grades two through five ELL students were the subgroup that showed the least amount of increase.

AP1-AP3 shows there is a deficiency in comprehension of informational text and vocabulary across K-5.

SWD in first grade was the subgroup that showed a slight increase from 0% in AP1 to 17% in AP3 and represents five students.

SWD and economically disadvantaged students showed increases from AP1 to AP3 in grades two and three. In grade four and five AP1-AP3 showed a consistent deficit in comprehension of literature and informational text.

ELL students AP1, AP2, AP3 students ABOVE or ON grade level showed an improvement in first grade.

In 2019 Black students outperformed the ELL, Hispanic, and economically disadvantaged student in overall ELA proficiency. FSA assessment data shows the overall proficiency in reading decreased from 67% in 2019 to 55% in 2021. There was also a decrease in learning gains from 57% in 2019 to 44% in 2021.

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

Based on 2019 data, the greatest need for improvement is in the area of vocabulary as only 33% of the students were proficient based on progress monitoring data. The area of comprehension was also low as only 39% of the students were proficient in informational text and 43% in literature. AP3 data shows an increase in these areas in grades one through three. There was a decrease in grade four and grade five showed a slight increase.



Using state assessments data, the overall proficiency rating in reading dropped from 67% to 55%. The area of key ideas and details and integration of knowledge and ideas demonstrated the greatest need for improvement.

In grades four and five reading proficiency dropped from 75% to 54% and from 67% to 49% respectively.

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

We contribute this decrease to the percentage of students that attended school remotely as opposed to in person. The students in grade four and five had the least amount of students return to brick and mortar for the 2020-2021 school year. This school year students are only attending school in person. A new curriculum that is aligned with the new BEST standards is being implemented. Further, tier two and tier three students will receive interventions by a reading endorsed teacher. This intervention will be consistent and support will be provided to students using small groups based on reading needs.

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

The area of phonological awareness and phonics showed the most improvement based on progress monitoring data. The area of vocabulary showed a slight increase in comparison to the other areas. In the area of ELA with a focus on comprehension of informational text we showed an increase of proficiency schoolwide.

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

The school focused on phonics and vocabulary by providing lessons that focused on these areas. Additional support was given in the classrooms. Each teacher worked with their small group of students with fidelity. Below grade level students met with a their teacher daily to receive intensive intervention. Tutoring every week was provided as well to students in reading and students learned techniques to apply during testing and classwork.

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

We will continue to provide intervention support in the classrooms and schedules will be consistent. Interventions will be provided by a reading endorsed teacher that will work with small groups in class. During this time the teacher will support struggling students within a small group focusing on the skills that are targeted to each student.

For our SWD students, in addition to individual student plans, we will provide more classroom support which will also include more efficient communication between the classroom teacher and the service providers. With this additional support we will focus on assisting our SWD with classroom grade level content, in addition to the services already being provided.

For our ELL students, our teachers will reinforce weak areas of grade-level content and work on specific skills already identified by the teacher. Further, the use of the i-Ready diagnostic will continue to provide data to recognize students weakness in a determined standard allowing the teacher to reinforce or reteach that content. Lesson plans using WIDA 'can do' descriptors will be incorporated to fulfill the student's needs and create personalized accommodations based on the students' language classification.

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

We offered professional development over pre-planning to give our teachers the frameworks for reading instruction. They received training on the use of the Benchmark Advanced curriculum in order to plan lessons that are aligned to the new BEST standards. Literacy workshops will include curriculum overview, and ways to run small groups. Teachers will also receive PD on analyzing their students data and creating pacing guides based on students needs using curriculum best practices.

Data chats will also take place bi-weekly and we will analyze data to determine the needs of individual students. SWD and ELL students will be tracked in order to determine proficiency and improvement using progress monitoring data. More ESOL support will be provided to the teachers. They will receive training to increase their understanding of language acquisition and learn ways to support their ELL students in the classroom.

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

In the 2021-2022 school year, we will continue to progress monitor our students and give informal assessments to watch for progress or changes in data. Upon analyzing data, groups will be changed and instruction will be modified to meet the needs of students.

For our ELL students, we will reinforce parent-teacher communication by providing more translation support when needed especially for weekly correspondence to those families where another language is primarily spoken. For

For our SWD students, our specialist will review IEP accommodations used in the general education classroom to ensure that teachers are using them correctly and appropriately. This will be monitored by the ESE specialist as she pushes into classrooms and meets with teachers.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b> <b>Description and Rationale:</b>	<p>Students on the ELA i-Ready diagnostics in third through fifth grade increased from 52% in AP1 to 57% in AP3. Although there was a five percent increase, it was not a substantial increase. In Kindergarten through second grade the students proficiency increased by twenty-three percentage points from 60% to 83% proficiency from AP1 to AP3. This increase was more in line with how the school has performed in previous years. The proficiency of students in ELA in 2019 in FSA was 67% and this number decreased in 2021 to 55%.</p> <p>The decrease that was the most substantial was in fourth and fifth grade. Proficiency in FSA dropped from 75% to 54% in fourth grade and in fifth grade proficiency dropped from 67% to 49%. Although teachers were tracking student progress via diagnostics and weekly assessments, students that were learning remotely did not get the benefit of in person learning. Small group intervention was not effectively taught as more than 50% of the students in those grade levels stayed home and signed on to the class remotely.</p> <p>At this time, there will be a focus on 4th and 5th grade interventions to improve the FSA proficiency from 54% in fourth grade to 60% and in fifth grade from 49% to 57% by 2022.</p>
<b>Measurable Outcome:</b>	<p>Improve proficiency on the ELA i-Ready by 9 percentage points by June 2022. Overall proficiency in ELA will improve on the i-Ready diagnostic from AP3 in third through fifth grade from 57% to 67%.</p> <p>Fourth grade FSA proficiency will increase by six points from 54% to 60% and will increase in fifth grade from 49% to 57% by June 2022.</p>
<b>Monitoring:</b>	<p>Tracking sheets will be updated on a weekly basis and ELA data chats will be held bi-weekly to discuss the content based interventions that need to be provided. If the content based interventions are not found to be successful, the student will be added to Tier 2 interventions. If after success is not reached with Tier 2 interventions, students will be placed in Tier 3 interventions for more intensive support. The administration will meet with the teachers and model effective instruction and participate in data chats. During these data chats, benchmark data will be analyzed and strategies will be put in place to address the deficiencies. If deficiencies are identified, support will be provided.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Mary Stuart (mstuart@somersetep.com)</p>
<b>Evidence-based Strategy:</b>	<p>All students received balanced literacy instruction via a 90 minute ELA block. Instructional strategies provided by the classroom teacher include: small group guided lessons, differentiated centers and intervention group instruction. Teachers utilize low-risk high yield strategies such as note-taking and collaborative group work to move students towards mastery of LAFS standards. Benchmark Advanced will be utilized during the 90-minute ELA block as well as i-Ready to support instruction. i-Ready is used at least three times per week for 20 minutes. Students in tier 2 and tier 3 would then receive additional intervention and support with the teacher. During Tier 2 and 3 intervention the curriculum used for the small group instruction will be the i-Ready toolkit as well as Benchmark Advance, and Reading Horizons.</p>
<b>Rationale for Evidence-</b>	<p>Benchmark Advance, including the intervention piece, are an evidence based curriculum and successfully include all components of literacy and have resource components that support each area. The classroom teacher can utilize the resources to differentiate</p>

**based  
Strategy:**

instruction. These resources are available in both print and digital. i-Ready is also a researched based online curriculum that tailors instruction to meet the diverse needs of the students. i-Ready is approved through the State of Florida as a support curriculum with instruction in phonics, vocabulary, and comprehension. When used with fidelity, i-Ready has proven to help students make gains. The Teacher Toolkit and Standards Mastery are tools designed to help the teachers differentiate and meet the needs of the students in the class.

**Action Steps to Implement****Tier 1**

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

**Tier 2**

All tier 2 students will receive support via their targeted interventions including small group instruction in the classroom. These students were identified using our lowest 35% from the 2021 i-Ready diagnostic results.

**Tier 3**

These students participate in learning targeted to their specific needs. The teacher utilizes research-based intervention materials outside of the 90 minute reading block. The time spent on instruction is 3 sessions per week in addition to tier1/tier2.

**Person Responsible** Mary Stuart (mstuart@somersetep.com)

**Differentiated instruction**

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

To increase proficiency in 4th-5th grades, there needs to be a more focused support system through ELA interventions in our K-3. Kindergarten students receive instruction in phonics via small group setting and teachers utilize Reading Horizons.

ELL students will be provided with additional support and provided accommodations in line with their needs. The students will take the diagnostic test in order to gather data.

**SWD**

ESE teacher will provide resources, support and discuss SWD progress during monthly meetings. Resources will include: successfully implementing accommodations and strategies to ensure students are making progress.

**Person Responsible** Mary Stuart (mstuart@somersetep.com)

**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.

**Somerset Academy East Preparatory makes the safety of our students a top priority. Somerset Academy East Preparatory serves a small population of students in grades K-5 and timely enter all discipline infractions into TERMS. Due to the pandemic, the school transitioned to remote live instruction on March 17, 2020. There were no discipline incidents at the school that fell into the categories of incidents identified by Safe Schools for Alex as crime, violence, or disruptive behavior.**

**The school will continue to timely and adequately enter all discipline infractions outlined in the discipline matrix into TERMS when they occur. Administration at Somerset Academy East Preparatory have also been trained on the use of SESIR and the reporting of incidents that are identified as crime, violence, or disruptive behavior. Somerset Academy East Preparatory has implemented the Growth Mindset philosophy at our school and based around this incorporate monthly mantras into our morning meetings with the students. We want to recognize the uniqueness of each child and keep in mind the importance of developing the whole child. Allowing our students to be comfortable asking for help, be comfortable with making mistakes, and knowing that effort is more important than perfection also helps to keep disruptive behaviors out of the classroom.**