

Broward County Public Schools

# Somerset Pines Academy



2021-22 Schoolwide Improvement Plan

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# Somerset Pines Academy

901 NE 33RD ST, Pompano Beach, FL 33064

somersetpines.com

## Demographics

Principal: Donna Kaye

Start Date for this Principal: 7/1/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<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)	78%
<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 White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: D (39%) 2016-17: C (46%)
<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 Pines Academy

901 NE 33RD ST, Pompano Beach, FL 33064

somersetpines.com

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School KG-8</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>80%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>87%</p>

## School Grades History

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

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## SIP Authority

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## 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.**

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

**Provide the school's vision statement.**

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

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Kaye, Donna	Principal	To maintain the day runs smooth, remains safe, and to provide an excellent learning environment for the students. It is the job of the principal to supervise the instruction and the development of curriculum, as well as analyzing and implementing strategies and programs based on the data.
Guardascione, Eva	Teacher, ESE	To maintain all of our SWD records, implement the IEPS of our students, and work closely with the classroom teachers to meet the needs of our students in ESE.
Corbett, Margaret	Math Coach	To o model lessons in the classroom, co teach with and support the math teachers. She will monitor interventions and work with the math interventionists to make sure that the pull outs/ push ins are meeting our focus needs

### Demographic Information

**Principal start date**

Thursday 7/1/2010, Donna Kaye

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**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.*

19

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

25

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

446

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

5

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

4

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	60	101	72	77	75	71	0	0	0	0	0	0	0	456
Attendance below 90 percent	13	26	13	12	6	7	0	0	0	0	0	0	0	77
One or more suspensions	0	0	1	1	6	2	0	0	0	0	0	0	0	10
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	2	16	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	0	0	0	0	1	7	0	0	0	0	0	0	0	8

**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	8	19	14	9	4	26	0	0	0	0	0	0	0	80

**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	4	21	11	5	0	2	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Tuesday 9/28/2021

**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	0	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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				50%	58%	61%	38%	57%	60%
ELA Learning Gains				57%	58%	59%	49%	57%	57%
ELA Lowest 25th Percentile				45%	52%	54%	35%	49%	52%
Math Achievement				61%	58%	62%	47%	58%	61%
Math Learning Gains				64%	58%	59%	46%	56%	58%
Math Lowest 25th Percentile				43%	51%	52%	31%	49%	52%
Science Achievement				53%	51%	56%	25%	52%	57%
Social Studies Achievement					74%	78%		75%	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	55%	60%	-5%	58%	-3%
Cohort Comparison						
04	2021					
	2019	40%	62%	-22%	58%	-18%
Cohort Comparison		-55%				
05	2021					
	2019	48%	59%	-11%	56%	-8%
Cohort Comparison		-40%				
06	2021					
	2019					
Cohort Comparison		-48%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	75%	65%	10%	62%	13%
Cohort Comparison						
04	2021					
	2019	39%	67%	-28%	64%	-25%
Cohort Comparison		-75%				
05	2021					
	2019	67%	64%	3%	60%	7%
Cohort Comparison		-39%				
06	2021					
	2019					
Cohort Comparison		-67%				
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					
	2019	50%	49%	1%	53%	-3%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-50%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

**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 the iReady diagnostic. This tool was used for both reading and math in grades K-5, including ELL's, SWD and economically disadvantaged. iReady was administered 3 times per year for AP1, AP2 and AP3. This data tool was used to drive instruction, change small groupings to focus on intervention needs and to meet the needs of all students. The diagnostic was administered to both on campus students and students learning from home. Students learning from home took the assessment while being monitored by a teacher in a small group. Students on campus were administered the diagnostic during class. ELL students and SWD students were accommodated based on their ELL or SWD needs. The 5th grade students were administered the BSA science mid year to identify student deficiencies and to also identify those who were predicted to reach proficiency on the FCAT Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	36	51
	Economically Disadvantaged	19	35	42
	Students With Disabilities	0	0	0
	English Language Learners	13	13	50
	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	29	44	58
	Economically Disadvantaged	26	34	39
	Students With Disabilities	20	20	20
	English Language Learners	15	27	27
	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	41	53	59
	Economically Disadvantaged	22	34	46
	Students With Disabilities	38	38	50
	English Language Learners	0	0	22
	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	34	42	45
	Economically Disadvantaged	25	38	43
	Students With Disabilities	14	29	29
	English Language Learners	17	11	33
	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	51	56
	Economically Disadvantaged	33	32	38
	Students With Disabilities	22	22	11
	English Language Learners	0	0	17
		Number/% Proficiency	Fall	Winter
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
		Number/% Proficiency	Fall	Winter
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
		Number/% Proficiency	Fall	Winter

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

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			
	Number/% Proficiency	Fall	Winter	Spring

**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	17	40		13	20						
ELL	42	69	50	42	45		48				
BLK	29	56	45	26	32		31				
HSP	55	57		49	43		40				
WHT	72	80		63	53		60				
FRL	45	60	38	41	42	13	38				
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	13	40	36	33	55	46					
ELL	41	37	29	57	51	29	15				
BLK	36	49	27	53	53	27	35				
HSP	51	45	46	71	75	64	45				

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
WHT	62	74		60	66		70				
FRL	46	55	43	60	61	41	44				
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	5	38	45	10	13	18					
ELL	14	23	8	18	39	31					
BLK	27	51	48	32	39	35	12				
HSP	35	49	25	49	40		14				
WHT	48	41		61	56		44				
FRL	37	48	37	42	43	32	21				

**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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	8
Percent Tested	99%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	23
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	49
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
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	66
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	41
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?

For the 2021 AP3 iReady ELA we had 56% of the school on grade level. Breaking that down by grade bands, K/2 was at a 63% and 3rd/5th was at a 52% proficiency - this tracks with our 2021 FSA data, which had our ELA proficiency at a 49%. Using the iReady data it also shows that there is a deficiency in phonics and vocabulary K/5. In the subgroups of Hispanic, Black and economically disadvantaged K-2 students showed a higher proficiency rate for AP3 but as students got older this declined - specifically for Black/African American students in 4th grade where the proficiency dropped to only 17% in AP3.

#### SWD

Our 3rd and 4th grade SWDs showed an increase in proficiency from AP1 to AP3 in 2021 with 3rd graders going from 38% to 50%, 4th graders going from 14% to 29%. There was only 1 first grade SWD and they did not meet proficiency through the year, our 2nd graders remained at a 20% proficiency for all 3 APs, and our 5th graders decreased from a 22% proficiency for AP 1/2 to an 11% proficiency in AP3. This has to do with the students taking AP1 at home versus AP3 in school.

#### ELL

Across the grade levels all of our ELL proficiencies went up from AP1 to AP3, with the largest gains being our 1st graders who went from a 13% proficiency to 50% proficiency. Although they increased no other grade level was more than 33% proficient at AP3

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

2019 FSA ELA data was had Somerset Pines at 50% proficiency rate with 57% learning gains. We opted in for a school grade for 2021 and the FSA ELA data was only one percent lower in proficiency at 49% but higher learning gains at 62% - this shows that we did not lose to much ground with the hybrid year.

The greatest need for improvement remains both phonics and vocabulary in grades K-5, with vocabulary being the greatest for 3rd grade students and vocabulary being the greatest need for our 5th grade students. 2019 AP3 data shows that 27% of students were at risk or deficient in the area of phonics, 2021 AP3 data shows that 24% are deficient in the area of phonics.

2019 AP3 data also shows that 50% of our students were not proficient in the area of vocabulary, where as 2021 AP3 data does show a small increase of students in this area, 46% of students are not meeting proficiency.

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

We attribute some of these changes to the learning environment and the difficulties with technology and home support. Many of our students were virtual learners for a large portion of the school year and the difficulties due to the difference in learning had a negative impact on these components. Parents were not as equipped to help their children and many times were leaving them with non-English speaking grandparents since they still had to go to work. This left even our youngest students basically on their own and not paying attention or able to follow along with the teacher.

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

For summer 2021, we offered a 6 week summer bridge program for our students to help bridge the gaps into the new school year and we have already begun our afterschool tutoring program to help students so they do not fall behind this year.

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

On the 2021 FSA, our ELA learning gains have increased from 2019 - going from a 57% proficiency to a 62% proficiency.

Looking at our progress monitoring data, in the area of ELA with a focus on Comprehension of informational text, we showed an increase of proficiency schoolwide from 35% during 2019 AP3 to 51% on the 2021 AP3 data. Although vocabulary is still an area of weakness, we have also made improvements going down to 46% (from 50%) of students not proficient. Our 3rd graders have made the most gains with 61% showing proficiency in vocabulary on the 2021 AP3.

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

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

There are also heritage language support interventionists dedicated to working with our Creole, Portuguese, and Spanish speaking students. These schedules are based around the students needs and level of understanding.

New actions this year include 4 (pending 2 additional hires) paraprofessionals that are dedicated to each grade level to give push in support to our students and teachers. These staff may not be used for subbing or outside of the classroom needs - they are dedicated to working with students who need to fill gaps to keep them bring successful.

We also have already begun tutoring for our lowest 25, Rtl, teacher recommendations, and special population students. Tutoring will continue until the 3rd week in May 2022. This is not FSA tutoring but instead standard based to help our students work at grade level. We will offer in March/April 2022 FSA boot camps for our 3rd, 4th, and 5th graders on Saturday mornings.

### **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 continue to be consistent. Intervention teachers will work with small groups in class and pull out for additional intervention outside of reading and math blocks. During push in, the interventionist will support struggling students within a small group focusing on the in class curriculum. During pull out, the interventionist will focus on small group work with skills that are targeted to each student. For our SWD students, in addition to individual education plans, we will be providing more classroom push in support which will also include more efficient communication between the classroom teacher

and the service providers. With this additional support we will be focusing on assisting our SWD with classroom grade level content, in addition to their services already being provided.

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

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

We will offer professional development over pre planning to give teachers the frameworks for instruction. Literacy workshops will include curriculum overview, and ways to run small groups, including training for both our LLI program and Reading Horizons. Teachers will also be encouraged to attend the Broward County Public School Benchmark Advance workshops. Interventionists will be properly trained on the curriculum and have mentor support to ensure delivery is accurate and effective. Staff will also be part of PLC's during the school year that focus on data chats and curriculum best practices.

**SWD**

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

**ELL**

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

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

**ELA**

For the 2021 2022 school year, we will be hiring an intervention for each grade level, currently 4 are hired and we are pending 2 more. These interventionists will be scheduled into the classrooms daily to assist with small groups and to give students the individualized attention they need. The interventionist will use research based curriculum to work with struggling students to fill the academic gaps. Students will be progress monitored and given informal assessments to watch for progress or changes in data. Upon analyzing data, groups will be changed and instruction will be modified to meet the needs of the students.

**ELL**

To ensure sustainability the ELL staff will reinforce Parent-teacher communication by providing more translation support when needed especially for teacher's notes to be sent home weekly to those

families where there is low or no English spoken at home. This will help to build confidence and a sense of belonging around ELLs and their families. Besides that, a self-progress evaluation and feedback system will be implemented with ELLs and ESOL teachers (especially with the upper-grade levels) to have a better view of the student's scenery for the coming school year and evaluations.

SWD

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

## Part III: Planning for Improvement

### Areas of Focus:

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

For the 2021 AP3 iReady ELA we had 56% of the school on grade level. Breaking that down by grade bands, K/2 was at a 63% and 3rd/5th was at a 52% proficiency - this tracks with our 2021 FSA data, which had our ELA proficiency at a 49%.

**Area of Focus Description and Rationale:**

Although there was a 7% increase from AP 2 to AP3 and students are making progress, we do not want to dismiss the 29% of the students that are still considered one grade level below according to iReady and the 14% of the students that are showing two or more grade levels below.

Although teachers were tracking student progress through benchmark assessments, there was nothing done with the data to change or implement new instruction. Reteach was not consistent and data chats were not held as frequently as they had been in the prior years. Consequently, appropriate content based interventions were not implemented in the classroom to work towards mastery of the areas the students were deficient in.

Improve proficiency on iReady Reading by 9 percent by June 2022.

**Measurable Outcome:**

To decrease the students who are two or more grade levels below on iReady Reading by 5 percent by June 2022

To decrease the students who are one grade level below on iReady Reading by 9 percent by June 2022

**Monitoring:**

Tracking sheets will be updated on a weekly basis and ELA data chats will be held biweekly to discuss the content based interventions that need to be provided. If the content based interventions are not found to be successful, the student will be added to Tier 2 interventions. If after success is not reached with Tier 2 intervention students will be placed in Tier 3 intervention for an increased amount of support. The Reading Specialist will meet with the teachers and ELA interventionists weekly to model effective instruction and participate in data chats. During these data chats, benchmark data will be analyzed and strategies will be put in place to address the deficiencies. If deficiencies are identified, the reading specialist will provide classroom support.

**Person responsible for monitoring outcome:**

Donna Kaye (dkaye@somersetpines.com)

**Evidence-based Strategy:**

All students receive a balanced literacy instruction via a 90-minute ELA block. Instructional strategies provided by the classroom teacher include: small group guided lessons, differentiated centers and intervention group instruction. Teachers utilize Marzano strategies as well as other low-risk high yield strategies such as note-taking and collaborative group work to move students towards mastery of B.E.S.T. standards. Benchmark Advanced will be utilized during the 90-minute ELA block as the core curriculum, as well as, iReady to support instruction. iReady is used at least three times per week for a weekly total of 30 to 45 minutes. Students in Tier 2 and Tier 3 would then receive additional intervention and support, both inside and outside of the classroom with the teacher and the interventionists. During Tier 2 and 3 intervention the curriculum used for the small group instruction includes LLI and Reading Horizons.

**Rationale for Evidence-**

The classroom teacher and reading interventionists can utilize the resources to differentiate instruction. These resources are available in both print and digital. Benchmark Advance was adopted for the 2021 2022 school year and is approved through the state of Florida.



**based Strategy:**

iReady is also a researched based online curriculum that tailors instruction to meet the diverse needs of the students. iReady is approved through the state of Florida as a support curriculum with instruction in phonics, vocabulary and comprehension. When used with fidelity, iReady has proven to help students make gains. The Teacher Toolkit and Standards Mastery are tools designed to help the teachers differentiate and meet the needs of the students in the class. The Ready workbooks are also used as a supplement for the afterschool tutoring program.

**Action Steps to Implement**

All students receive balanced literacy instruction via a 90-minute reading block using Benchmark Advance. Instructional strategies provided by the teacher include: direct instruction, small group, shared reading/read alouds, independent reading time, and individualized reading conferences. Additionally, students receive explicit vocabulary and word study instruction. Direct instruction is provided during whole group. During small groups, students receive lessons targeted toward their specific needs.

All Tier2 students receive required support via targeted interventions. This includes small group instruction in the classroom using LLI. Tier2 students were identified using our Lowest25% from the 2021 iReady diagnostic. Tier2 students receive push-in support from the Interventionists during the 90 minute reading block.

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

**Person Responsible** Donna Kaye (dkaye@somersetpines.com)

**Differentiated Instruction**

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

To increase our proficiency in 4th-5th grades, there needs to be a more focused support system through ELA intervention in our K-3. The reading interventionist will push in to classroom to support K-3 teachers in a small group approach to instruction. Kindergarteners receive instruction in Phonics via small group setting and teachers utilize the Scholastic Book Room to plan small group lessons as well as LLI for interventions. A grade level interventionist has been hired for K-3 grade (pending 4th and 5th) through a grant received by the school. The interventionist will have assigned groups of students to work on targeted skills for improvement.

**Person Responsible** Donna Kaye (dkaye@somersetpines.com)

ELL staff will work with students both in/out of the classroom to assist in understanding academic content. They will have scheduled times to work with students using the T.E.A.M curriculum. Imagine learning will be used for all A1/level1 students. The students will take the diagnostic test in order to gather data. The program will be used for at least 20 minutes 3 times per week. The ESOL coordinator will attend the Imagine Learning training and then train the teachers to implement the program.

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

**Person Responsible** Eva Guardascione (eguardascione@somersetpines.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 Pines Academy makes the safety of our students a top priority. Somerset Pines 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 Pines Academy have also been trained on the use of SESIR and the reporting of incidents that are identified as crime, violence, or disruptive behavior. Somerset Pines Academy has implemented the Growth Mindset philosophy at our school and based around this incorporate monthly mantras into our morning meetings with the students. We want to recognize the uniqueness of each child and keep in mind the importance of developing the whole child. Allowing our students to be comfortable asking for help, be comfortable with making mistakes, and knowing that effort is more important than perfection also helps to keep disruptive behaviors out of the classroom.

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

We strive to help our students become well rounded and productive members of society. We try to infuse everyday life skills into their learning and give our students the tools they need to succeed in the world outside of school. We have implemented the Growth Mindset philosophy at our school and based around this incorporate monthly mantras into our morning meetings with the students. We want to recognize the uniqueness of each child and keep in mind the importance of developing the whole child. As a school community, we support our students by providing a safe, secure, and stimulating environment that enables them to value diversity, solve problems, and experience success in all facets of their development. One way

we achieve this is with the implementation of a House system to promote a sense of unity and family across grade levels. Every student and staff member belongs to one of our ten Houses, and we meet every early release day to work on character education and team building. Furthermore, our Essential 29 system is a school wide initiative that promotes behavior expectations and soft skills such as making eye contact, tracking the speaker, shaking hands, and practicing other societal norms. In 2019 - 2020, Somerset Pines Academy was awarded the Nita M Lowey 21st Century Community Learning Centers - Expanded Learning Programs Grant. This grant was written to focus on the whole child and making our students feel good about themselves and have a positive view of school. With monies from this grant, Somerset Pines Academy was able to create a Zen Zone; this is an area in our school that is designed to be calming and give students the mental break they need during the day. The room has sensory tables and activities within it as well as mats on the floor and a dedicated staff person to help them work through any issues they might be having. This program also allows us to offer weekly afterschool yoga classes to help our students center themselves and learn calming techniques.

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

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

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

Community – Somerset Pines Academy partners with local businesses such as Publix Supermarket, PDQ Restaurant, Whole Foods, Golden Coral and S & B Services. We have built relationships with these businesses and continue to work with them with fundraising, career day implementation, garden projects, support with math and literacy nights as well as donations for materials and snacks for various programs. A new community partner that was recently developed is a relationship with Katie’s Kids Yoga through the Nita M Lowey 21st Century Community Learning Centers - Expanded Learning Programs Grant. We will be offering our students weekly Yoga sessions afterschool to help them with their mental well-being. Somerset Pines Academy will also be offering monthly family yoga sessions to engage our family’s health and wellness.

Parents – Somerset Pines Academy implements activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement. On top of the academic needs our students will face, coming back to the building full time will bring its own challenges for our stakeholders and we want to offer support to our families. We started this summer with a Summer Bridge program that ran for 6 weeks, 3 days a week, to help “bridge the gap” that our students have faced by not being in the building. Keeping with the growth mindset, we all did grow this year – especially with the use of technology and some positive growth came out of that for our students and our families. Parent conferences and virtual workshops on zoom have allowed for more parents to attend and that is one thing we will be keeping moving forward. Open House for Parent awareness in August 2021, Literacy, and Math Workshops will also be held for our parents so that we can help them to help their students. To help our parents to feel more comfortable coming to us for assistance, we have staff that speak English, Creole, Portuguese, and Spanish that are there to translate. Each of these staff has a google phone number that is given to the parents as well as an email distribution list where they have someone they can communicate with in their heritage language.

Staff - Somerset Pines Academy will offer the following training to staff (teachers, pupil services personnel, principals, and other staff) in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools:

Communication Workshop for Building Relationships

Professional Development Book Circles for Meeting the Needs of Students with the COVID slide which will be held on Early Release Days

Literacy Workshop for Differentiated teaching/learning

Math Workshop for Differentiated teaching/learning

Youth Mental Health Training

Students - Somerset Pines Academy employs a full time school counselor. As part of our ongoing Social and Emotional Learning initiative, we have partnered with Sanford Harmony to bring activities teaching respect and acceptance to each other. Our staff will also be taking the Youth Mental Health training to meet the emotional and mental health needs of our families as we navigate the return to the school building full time. To assist our students transitioning into Kindergarten, we allow classroom visits for the first week of school as well as we make summer visits to all of our incoming Kindergarten homes to so they get to know us and are excited about school. To assist our 5th graders matriculating into middle school, we invite the middle school to visit and share information with our students as well as give them guidance in filling out the course selection sheet. We also take them to the middle school for a tour of the campus. Both of these were done virtually for the 2020 21 school year but will be back to face to face for the 2021 22 school year.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
<b>Total:</b>			<b>\$0.00</b>