

Broward County Public Schools

# Somerset Village Academy



2021-22 Schoolwide Improvement Plan

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# Somerset Village Academy

225 NW 29TH ST, Wilton Manors, FL 33311

somersetwm.com

## Demographics

**Principal: Anthony Marruci**

Start Date for this Principal: 8/11/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<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)	93%
<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: A (65%) 2017-18: C (52%) 2016-17: C (53%)
<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 Village Academy

225 NW 29TH ST, Wilton Manors, FL 33311

somersetwm.com

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School KG-5</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>94%</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>96%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		A	A	C

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<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 promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed lifelong learners in a safe and enriching environment.

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

Somerset Academy is dedicated to providing equitable high quality education for all students.

### 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
Marucci, Anthony	Principal	<p>As a school administrator, the job duties and responsibilities are hefty. In regards to the the SIP and Area of Focus, it is my job to ensure the appropriate progress monitoring is transpiring. Along with the progress monitoring, how are we using the data to adapt instruction to meet the needs of our diverse learners.</p> <p>As a member of our Leadership Team the Principal will need to spend more time in classrooms and working closer with instructional staff. Collaborating with our instructional staff to dive deep in to the data from our progress monitoring tools will provide us the opportunity to know each student's strengths and areas of concern. This will be the driving force for our differentiation of instruction in small groups. The understanding of our data will also allow us to differentiate our push in and pull out groups.</p> <p>Working closely with our school stakeholders to ensure they are aware of what is going on at the school, progress to our goals, and sharing ideas for them to help will be part of this role as well.</p>
Boiteux, Patricia	Assistant Principal	<p>As a member of the School Leadership Team, the job duties and responsibilities are hefty. In regards to the the SIP and Area of Focus, it is the job of the assistant principal to work closely with the principal to ensure the appropriate progress monitoring is transpiring. Along with the progress monitoring, how are we using the data to adapt instruction to meet the needs of our diverse learners. As a member of our Leadership Team the Assistant Principal will need to spend more time in classrooms and working closer with instructional staff. Collaborating with our instructional staff to dive deep in to the data from our progress monitoring tools will provide us the opportunity to know each student's strengths and areas of concern. This will be the driving force for our differentiation of instruction in small groups. The understanding of our data will also allow us to differentiate our push in and pull out groups.</p>
Corporan, Johanna	Instructional Coach	<p>As a member of the School Leadership Team, the job duties and responsibilities are hefty. In regards to the the SIP and Area of Focus, it is the job of the Curriculum/Instructional coach works closely with the principal to ensure the appropriate progress monitoring is transpiring. Along with the progress monitoring, how are we using the data to adapt instruction to meet the needs of our diverse learners. As a member of our Leadership Team the Coach will need to spend more time in classrooms and working closer with instructional staff. Collaborating with our instructional staff to dive deep in to the data from our progress monitoring tools will provide us the opportunity to know each student's strengths and areas of concern. This will be the driving force for our differentiation of instruction in small groups. The understanding of our data will also allow us to differentiate our push in and pull out groups.</p>

**Demographic Information**

**Principal start date**

Tuesday 8/11/2015, Anthony Marruci

**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.*

3

**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.*

9

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

13

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

252

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

2

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

2

**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	48	30	34	46	51	43	0	0	0	0	0	0	0	252
Attendance below 90 percent	15	8	11	15	10	15	0	0	0	0	0	0	0	74
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	2	4	8	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	4	7	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	0	7	0	0	0	0	0	0	0	0	0	7

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	0	1	6	8	0	0	0	0	0	0	0	17

**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	1	2	2	2	1	1	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**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				53%	59%	57%	51%	56%	56%
ELA Learning Gains				69%	60%	58%	71%	57%	55%
ELA Lowest 25th Percentile				72%	54%	53%	53%	51%	48%
Math Achievement				72%	65%	63%	55%	62%	62%
Math Learning Gains				81%	66%	62%	72%	60%	59%
Math Lowest 25th Percentile				67%	53%	51%	29%	47%	47%
Science Achievement				38%	46%	53%	31%	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	40%	60%	-20%	58%	-18%
Cohort Comparison						
04	2021					
	2019	58%	62%	-4%	58%	0%
Cohort Comparison		-40%				
05	2021					
	2019	61%	59%	2%	56%	5%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	65%	-9%	62%	-6%
Cohort Comparison						
04	2021					
	2019	72%	67%	5%	64%	8%
Cohort Comparison		-56%				
05	2021					
	2019	84%	64%	20%	60%	24%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	36%	49%	-13%	53%	-17%
Cohort Comparison						

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

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

We utilize i-Ready and our progress monitoring too. The data listed below is for AP1 in the Fall, AP2 in the Winter, and AP3 in the Spring. For Science, we utilized APM/BSA testing. For Science, we used the Broward Standards Assessment in the Winter. The spring results are what was scored on the FSA.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43%	23%	38%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29%	23%	29%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10%	14%	22%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14%	4%	9%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	13%	24%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3%	4%	12%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24%	19%	23%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	3%	7%	14%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	5%	10%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	5%	5%	12%
	Economically Disadvantaged			
	Students With Disabilities			
Science	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	35%	24%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18										
ELL	41	41		30	41		19				
BLK	43	67		29	43		23				
HSP	52	55		33	36		27				
FRL	45	63		28	41		24				
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	25	69		44	62						
ELL	47	80	70	69	83		42				
BLK	45	64	62	60	70	60	23				
HSP	58	79		87	96		46				
FRL	51	71	72	71	82	67	34				
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	8	50		15	25						
ELL	40	61	40	40	57						
BLK	44	58	42	47	63	27	26				
HSP	61	90		61	86						
FRL	50	70	53	54	71	29	24				

**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	41
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	46
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	6
Percent Tested	100%
Subgroup Data	

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	9
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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	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?**

One trend which emerged across grade levels was decline in percent proficient. The percent of students who demonstrated a learning gain the lowest quartile also displayed similar results as they both declined. Prior to the 2021 testing, we had large gains within the subgroups of SWD and ELL. These gains were especially evident within learning gains and lowest 25th percentile learning gains in both ELA and Math.

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

Reading proficiency needs to increase. We have demonstrated proficiency growth from 2018 to 2019, 17% for the subgroup of SWD and 7% for ELL. However, we need to continue to focus on for those students who annuly are able to make learning gains but have yet to reach proficiency. In addition, Science has been an ongoing issue which needs improvement. Our overall proficiency has been low continuously. We are working with our school leaders to identify the students who have shown weaknesses in Science leading up to their 5th grade year. These students, along with the FRL and BLK subgroups, will get Science remediation during the day and after school tutoring at no cost.

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

The largest contributing factor would have to be the use of the blended learning model. Students who were home and online would have benefited more being here at school. Also, the students who were here showed great progress over the years working in small groups or even 1-on-1. However, not having the ability to do these last year due to social distancing had a huge negative impact.

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

Fifth grade reading showed the most improvement when compared to other years, with an increase of 16%. Grades 3 through 5 showed a tremendous improvement in the percentage of students earning proficiency or higher. Third graders increased 16%, fourth grade 17%, and 32% in fifth grade. The



subgroup of ELL demonstrated a 29% increase in math proficiency, increasing from 40% to 69%. The same subgroup, ELL, displayed a 26% increase in learning gains on the math FSA.

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

At this time, we were able to track the students overall several years of data for each subject area. They continued to make gains over the past years. Grade level and subject area small group push-in by our support staff and administration team were able to focus on two areas. The first was with students who had scored at or above proficiency on a prior test but displayed a decline in their progress monitoring data. The second, was identifying and working closely with the "bubble" students on the cusp of being proficient. The success of both was evident when we referenced the list of students being serviced and their FSA results. Teachers met with our ESOL coordinator, ESE Specialist, ESE Teacher, and Administration team to continue to discuss students areas of concern, possible issues and resolutions faced by ELL students, and continuous monitoring of Rtl data and student IEPs.

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

In order to accelerate learning, it is crucial we implement our effective Rtl program which impacts many students. Small group differentiated instruction is also key to accelerate learning. Identifying students who have been successful in past years but now demonstrate concerns with their progress monitoring data to focus on their areas of concern. In addition, working with the students who have displayed scores which are not proficient and progress monitoring data which isn't displaying the desired trends.

**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.**

Professional development provided this year will be focusing on breaking down data to facilitate small group instruction. Lesson planning is also an area to focus on for the year so we can ensure students areas of concern can not only be identified, but addressed.

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

Additional services implemented this year is a larger support team. We are bringing on additional staff members to help facilitate small group and 1-on-1 instruction as needed to help close learning gaps. With a larger amount of students who are now on Tier 2 monitoring, we have adapted the Rtl team to include additional staff members qualified to work with these small groups of students effectively. Progress monitoring and ongoing data chats will allow us to have an idea of what is working and what needs adjusting.

## Part III: Planning for Improvement

### Areas of Focus:

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

**Area of Focus Description and Rationale:**

Knowing our staff will be pushed harder than usual this year in an effort to make up a lot of learning, our Leadership Team will need to spend more time in classrooms and working closer with instructional staff. Collaborating with our instructional staff to dive deep in to the data from our progress monitoring tools will provide us the opportunity to know each student's strengths and areas of concern. This will be the driving force for our differentiation of instruction in small groups. The understanding of our data will also allow us to differentiate our push in and pull out groups, identify those students in need of tutoring, and how to drive instruction daily.

**Measurable Outcome:**

By June 2022, the level of proficiency in grades 3-5 will increase by at least 4% on the FSA compared to our results from the 2020-2021 test. In addition to overall proficiency in ELA, additional goals include an 8% increase on this year's FSA for the SWD subgroup.

**Monitoring:**

This area of focus will be monitored but classroom observations, walk throughs, data chats, and progress monitoring. In addition to the afore mentioned activities, weekly team meetings and quarterly data chats will be facilitated to ensure we remain on track. We use i-Ready and one form of progress monitoring. In addition we use our data to create a secondary instructional focus calendar which aligns to benchmarks which have displayed a trend in data which is not favorable. These specific benchmarks are measured every two weeks.

**Person responsible for monitoring outcome:**

Anthony Marucci (charter5004@browardschools.com)

**Evidence-based Strategy:**

The evidence of this being implemented will be apparent in the monitoring of student data. With a goal of narrowing the learning gap, we should be able to chart this data and the desired goal observed.

**Rationale for Evidence-based Strategy:**

The rationale for utilizing this strategy is the effectiveness it had when the school earned our "A" rating. Knowing the success we had with it, and the inability to do it last year due to the restraints caused by Covid, we look forward to continued success with it.

**Action Steps to Implement**

Generating the bi-weekly skill assessment focus calendar, secondary focus calendar, is currently being completed. We use the data provided AP1 in i-Ready and the previous year's FSA results to identify the areas of concern. Once this is done and shared with teachers, usage and data will be monitored.

**Person Responsible**

Patricia Boiteux (pboiteux@somersetwm.com)

Classroom walkthroughs, data chats with teachers and students, will be ongoing to ensure instructional practices are those we have focused on in our professional developments.

**Person Responsible**

Anthony Marucci (charter5004@browardschools.com)

Weekly team meetings and quarterly data chats will be done with each teacher. This will be done by our leadership team (Ms. Corporan, Ms. Boiteux, and Mr. Marucci).

**Person Responsible**

Johanna Corporan (jcorporan@somersetwm.com)

Ongoing modeling, coteaching, and professional developments for all teachers K-5.

**Person Responsible** [no one identified]

### 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.

N/A

### 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 Village Academy does its best to foster, and maintain, a positive school culture and environment. Being a K-8 grade facility with around 400 total students provides us the opportunity to work with the same students and families for many years. Forming this strong relationship is just one key component to our school's growth. Working closely with our amazing staff has led to little annual turnover. We continue to focus on the needs and concerns our staff members share with us as we work collaboratively toward our shared goal. Supporting our teachers and staff over the last few years, being transparent in tough situations, and spending time to learn more about each person has allowed us to build strong relationships. A mutual trust and respect has been developed. The City of Wilton Manors, business partners, and other local services have been supportive of our school and its efforts to provide our students with a safe location dedicated to providing a superior education. Between school initiatives and safety, we are very fortunate to be in this community.

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

From students to staff, each type of stakeholder plays an intricate part to Somerset's positive culture. Our families who choose to send their child here are always welcomed in our building. We take time to ensure we get to know each other to provide them with a level of comfort in their school choice. This relationship improves our school in many ways. Our parental involvement has improved drastically, parents support school based decisions, and they encourage students to do their best academically and socially. A majority of our new families are referred by our current families since they love sending their child here.

Our students as stakeholders are crucial to us having, and maintaining, a positive school culture. We take the time to understand the decisions they make and to let them know they have a voice. We focus on positive specific praise and build relationships with all students. Being a smaller school provides us the opportunity to really get to know our students and help them in whatever way they may need. Finally, out teachers and staff. Being supportive of these hard working people is a must. Our doors are always open for collaboration and suggestions. We share the same wants for the school and how to get us all there.

**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>