Somerset Preparatory Academy (Homestead)

2021-22 Schoolwide Improvement Plan

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Somerset Preparatory Academy (Homestead)

3000 S.E. NINTH STREET, Homestead, FL 33033

[no web address on file]

Demographics

Principal: Jessica Mesa

Start Date for this Principal: 9/9/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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-5	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

Year **Grade**	**2020-21**

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Mesa, Jessica	Principal	
Andrade, Carolyn	Assistant Principal	
Betancourt, Lourdes	Instructional Coach	

Demographic Information

Principal start date
Thursday 9/9/2021, Jessica Mesa

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

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

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

2020-21 - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	54	38	43	41	28	26	0	0	0	0	0	0	0	230
Attendance below 90 percent	0	0	1	1	0	1	0	0	0	0	0	0	0	3
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 ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide Math assessment	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	1	3	1	0	5	0	0	0	0	0	0	0	10

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	38	43	41	28	26	0	0	0	0	0	0	0	230
Attendance below 90 percent	0	0	1	1	0	1	0	0	0	0	0	0	0	3
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 ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide Math assessment	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	1	3	1	0	5	0	0	0	0	0	0	0	10

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					62%	57%		62%	56%
ELA Learning Gains					62%	58%		62%	55%
ELA Lowest 25th Percentile					58%	53%		59%	48%
Math Achievement					69%	63%		69%	62%
Math Learning Gains					66%	62%		64%	59%
Math Lowest 25th Percentile					55%	51%		55%	47%
Science Achievement					55%	53%		58%	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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used by grade level to support the data below is the I-Ready program. The I- ready program is used to monitor student learning strengths and areas for growth in specific components of reading and mathematics. Students are assigned personalized instruction to target their learning needs. I-Ready lessons are incorporated during differentiated instruction in the classroom and for home learning. Diagnostic assessments are implemented three times throughout the year to monitor and support student progress.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%	56%	74%
	Economically Disadvantaged	35	35	35
	Students With Disabilities			
	English Language Learners	6	6	6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	49%	79%
	Economically Disadvantaged	35	35	35
	Students With Disabilities			
	English Language Learners	6	6	6

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	53%	60%
	Economically Disadvantaged	40	40	40
	Students With Disabilities			
	English Language Learners	9	9	9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23%	38%	59%
	Economically Disadvantaged	40	40	40
	Students With Disabilities			
	English Language Learners	9	9	9

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54%	66%	62%
	Economically Disadvantaged	37	37	37
	Students With Disabilities			
	English Language Learners	7	7	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%	36%	54%
	Economically Disadvantaged	37	37	37
	Students With Disabilities			
	English Language Learners	7	7	7

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42%	54%	48%
	Economically Disadvantaged	24	24	24
	Students With Disabilities			
	English Language Learners	4	4	4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	39%	52%
	Economically Disadvantaged	24	24	24
	Students With Disabilities			
	English Language Learners	4	4	4

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	31%	39%	46%
	Economically Disadvantaged	22	22	22
	Students With Disabilities			
	English Language Learners	2	2	2
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	4%	47%	52%
	Economically Disadvantaged	22	22	22
	Students With Disabilities			
	English Language Learners	2	2	2
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students			21%
	Economically Disadvantaged	22	22	22
	Students With Disabilities			
	English Language Learners	2	2	2

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
ELL	31			23							
HSP	39	40		29	21		16				
FRL	40	36		28	9		11				
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**
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**

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	6
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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 of the trends across grade levels includes the strengths of phonics and phonological awareness. Additionally, students demonstrate strength in the area of high frequency words. Students in grades Kinder through fifth grade show room for growth in the area of comprehension. In the area of reading, students need additional support and guidance in vocabulary as well. This includes making connections with words in a variety of contexts. Students are also having difficulty applying grade level vocabulary words within their written responses. Students also show difficulty in using text evidence to support their responses.

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

Overall, students demonstrate the greatest need for improvement in the areas of comprehension of informational text, comprehension of literature text, and vocabulary. Additionally, students show room for growth in the areas of measurement and data, algebraic thinking, and geometry.

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

The contributing factors to this need for improvement include students participating in online schooling for part of the year. Additionally, students who were at home would experience additional difficulties with accessing resources and completion of assignments. Due to the previous year also being affected by COVID, students experienced challenges adapting to the new educational model . The new actions would include preparing students and families for online learning access of resources and programs. Additionally, targeted interventions are planned to target the learning gaps students are experiencing .

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

Our first official school year with data was the 2020- 2021 school year. According to the assessments results, students in grades K-2 , showed improvement in similar areas. In the area of reading, our students showed the most improvement in the areas of phonics, phonological awareness, and high frequency words. Additionally, students in grades 4th & 5th demonstrated improvement in the areas of vocabulary and comprehension of informational texts. Moreover, in the area of mathematics, students in grade 4th showed improvement in the areas of numbers and operations and algebraic thinking.

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

The contributing factors to this improvement include implementing targeted instruction in the area of reading and mathematics. Teachers used programs such as, I-ready and Reflex math to help students strengthen their academic skills . Additionally, students who needed additional support participated in tutoring programs after school. In these sessions, the tutors would

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

The strategies that will need to be implemented in order to accelerate learning include providing personalized instruction through our I-ready program. In using this program, teachers will be able to assign students specific lessons based on their I-ready diagnostic placement. Teachers will monitor student progress throughout this program and make lesson placement adjustments as needed. Additionally, teachers will use differentiated instruction within their classroom to meet the needs of their learners. This includes using visuals, manipulatives, and technology within their lessons .

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.

The professional development opportunities that will be provided at the school to support teachers and leaders include the I-ready Data Analysis PD. In these opportunities, teachers will be able to dissect student progress in the areas of reading and math. Teachers will also be able to analyze the specific areas students need additional support in, including vocabulary, fluency , and comprehension. Moreover, teachers will be given the opportunity to participate in professional development opportunities for reading, gifted, and ESOL endorsements. In these professional developments, teachers will be able to learn specific strategies to help meet the needs of our diverse population of students.

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

The additional services that will implemented to ensure sustainability of improvement include the implementation of targeted interventions in reading and mathematics. This will help support student learning gains and progress throughout the year. The interventions will include a weekly progress report, where the interventionists will log student growth throughout the week. In addition, Somerset Preparatory Academy will implement a tutoring program for elementary students for reading and mathematics. The tutor will provide specific tutoring for the areas where students are struggling the most. Students will receive a daily lesson , followed by targeted instruction on specific skills. Moreover, the instructional coach will work closely with teachers to support and mentor them throughout the school year. This includes modeling of lessons, how to assess students effectively, progress monitoring methods, and establishing effective small groups.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

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

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.

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

Part V: Budget

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

Total:	**$0.00**