

The School District of Palm Beach County

Somerset Academy, The Dr. Bernard Kimmel Campus



2022-23 Schoolwide Improvement Plan

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Somerset Academy, The Dr. Bernard Kimmel Campus

4696 DAVIS RD, Lake Worth, FL 33461

<http://www.jfkcharterschool.com/>

Demographics

Principal: Lisa Marie Santiago

Start Date for this Principal: 6/16/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (36%) 2018-19: B (54%) 2017-18: C (50%)
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	CSI

* 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 Palm Beach 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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<http://www.jfkcharterschool.com/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	92%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		B	B

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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.

Somerset Academy JFK is a public school of choice, where the highly qualified teachers and staff promote 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.

At Somerset Academy JFK our vision is to empower students to explore global learning opportunities to promote and enrich their communities and the communities we serve.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Santiago, Lisa	Principal	<p>School safety and security Teaching and learning Financial/fiscal responsibility Maintenance and plant operations Parent/family engagement and involvement Professional development All other duties assigned</p> <p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. The principal will reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning</p>
Bachmann, Camille	Teacher, ESE	<p>ESE contact ESE teacher Academic leadership team member CRISIS team member School based team leader</p> <p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>
DeRosa, Sarah	School Counselor	<p>Counseling services/mental health counseling 504 designee Assessment coordinator Academic leadership team member CRISIS team member School based team member</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Parent/family engagement and involvement Professional development All other duties assigned</p> <p>The Guidance Counselor supports and educates elementary and middle school students through a well-prepared counseling program. She serves as the facilitator for the attaining of students' academic or career goals, and assists them in developing their social and mental capacity. She conducts group or individual counseling sessions to assist students with problems or concerns. The goal is to enable the students to become mature and well-functioning adults.</p>
Hermele, Nelly	ELL Compliance Specialist	<p>ESOL contact ESOL teacher Academic leadership team member CRISIS team member School based team member</p> <p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>
Kyle, Holden	Teacher, K-12	<p>Athletic Director Middle School team leader Academic leadership team member CRISIS team member</p>
Ramsey, Amanda	Teacher, K-12	<p>Grades 4-5 team leader Safety Patrol Sponsor Academic leadership team member School based team member</p>
Bartley, Destiney	Teacher, K-12	<p>Grade 3 team leader Academic leadership team member School based team member</p>
Mayne-Gooden, Samantha	Teacher, K-12	<p>Grades 1-2 team leader Safety Patrol Sponsor</p>

Name	Position Title	Job Duties and Responsibilities
		Academic leadership team member School based team member
Lang-Mackendrick, Deborah	Teacher, K-12	Grade K team leader Academic leadership team member School based team member
Levine, Tracey	Reading Coach	Reading resource teachers team leader iReady Coordinator Academic leadership team member School based team member

Demographic Information

Principal start date

Thursday 6/16/2022, Lisa Marie Santiago

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

510

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

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

20

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	62	76	70	64	60	71	47	37	36	0	0	0	0	523
Attendance below 90 percent	10	7	7	3	5	3	6	4	3	0	0	0	0	48
One or more suspensions	2	1	0	0	0	0	3	2	6	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	38	30	22	24	31	41	0	0	0	0	186
Level 1 on 2022 statewide FSA Math assessment	0	0	0	50	42	43	46	63	49	0	0	0	0	293
Number of students with a substantial reading deficiency	0	0	0	6	6	7	5	4	4	0	0	0	0	32

Using the table above, complete the table below with the number of students by current grade level who have 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	2	4	1	1	3	1	4	0	0	0	0	17

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	4	0	0	0	0	0	0	0	0	0	4
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 8/16/2022

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	63	59	59	50	72	53	52	53	46	0	0	0	0	507
Attendance below 90 percent	0	14	18	9	10	9	3	18	15	0	0	0	0	96
One or more suspensions	0	0	1	0	1	0	1	1	1	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	4	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	20	10	12	15	16	0	0	0	0	74
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	24	25	0	0	0	0	51
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 ELA Diagnostic Levels 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 Math Diagnostic Levels 1 & 2	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	2	3	13	7	6	9	5	0	0	0	0	45

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	6	9	1	1	4	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	63	59	59	50	72	53	52	53	46	0	0	0	0	507
Attendance below 90 percent	0	14	18	9	10	9	3	18	15	0	0	0	0	96
One or more suspensions	0	0	1	0	1	0	1	1	1	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	4	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	20	10	12	15	16	0	0	0	0	74
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	24	25	0	0	0	0	51
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FY21 ELA Diagnostic Levels 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FY21 Math Diagnostic Levels 1 & 2	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	2	3	13	7	6	9	5	0	0	0	0	45

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	6	9	1	1	4	1	0	0	0	0	0	0	0	22
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	52%	55%				54%	56%	61%
ELA Learning Gains	47%						56%	58%	59%
ELA Lowest 25th Percentile	35%						52%	55%	54%
Math Achievement	30%	45%	42%				48%	53%	62%
Math Learning Gains	42%						55%	55%	59%
Math Lowest 25th Percentile	40%						41%	52%	52%
Science Achievement	21%	48%	54%				38%	45%	56%
Social Studies Achievement	34%	57%	59%				59%	75%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	54%	6%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	54%	62%	-8%	58%	-4%
Cohort Comparison		-60%				
05	2022					
	2019	51%	59%	-8%	56%	-5%
Cohort Comparison		-54%				
06	2022					
	2019	41%	58%	-17%	54%	-13%
Cohort Comparison		-51%				
07	2022					
	2019	40%	53%	-13%	52%	-12%
Cohort Comparison		-41%				
08	2022					
	2019	66%	58%	8%	56%	10%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	65%	-16%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	60%	67%	-7%	64%	-4%
Cohort Comparison		-49%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-60%				
06	2022					
	2019	36%	60%	-24%	55%	-19%
Cohort Comparison		-48%				
07	2022					
	2019	19%	35%	-16%	54%	-35%
Cohort Comparison		-36%				
08	2022					
	2019	36%	64%	-28%	46%	-10%
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	51%	-16%	53%	-18%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-35%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	7%	51%	-44%	48%	-41%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	69%	-1%	67%	1%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	72%	-8%	71%	-7%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	64%	-9%	61%	-6%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	39	30	10	32	29					
ELL	20	41	36	17	35	42	9	20			
ASN	64			82							
BLK	40	42	48	23	37	29	19	31			
HSP	40	50	26	29	46	44	8	30			
WHT	53	52		42	56		55				
FRL	39	46	34	27	40	36	17	28			
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	30	20	16	34	29	17				
ELL	30	40	35	28	33	32	24	13			
BLK	36	41	21	22	31	29	14	25			
HSP	41	46	39	32	31	32	45	20			
WHT	61	67		45	37						
FRL	39	43	28	27	30	30	28	23	50		
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	27	37	25	24	48	44	18				
ELL	42	61	65	39	48	31	29				
ASN	82	82		71	55						
BLK	44	53	50	39	50	38	24	50			
HSP	55	55	53	49	52	33	41	67	70		
WHT	71	54		65	69		58				

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
FRL	49	58	58	42	52	42	32	53	73		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all

content areas. We will specifically focus on our ESSA identified subgroups; ELL and Hispanic students; who will receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

1. Math and Science proficiency are the lowest performance areas as evident by FSA and FCAT 2.0 assessments.
2. Science Achievement decreased from 38% to 21%.
3. ELA, Math, and Science scores showed a major difference when compared to PBCSD and FL (10% or more lower).

Two potential areas of concern are the number of level 1 students on the statewide assessment and the number of students with course failures in ELA and Math. Our focus is to diminish course failure and increase learning gains and achievement. iReady data results in K-5 indicate significant numbers of students were scoring below grade level in pre-reading skills (phonemic awareness, phonics, and vocabulary).

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 need for additional support, resources, training and more small group interventions aligned with data along with the need for more regular progress monitoring contributed to low performance in these areas. New actions needed will include additional online resources: iReady programing (Magnetic & Phonics for Reading), Dreambox Reading Plus, BrainPop, and Nearpod. Additional staff is needed for reading support, ESE support, and ESOL support. Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Increasing students learning gains in Literacy allows our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future. Increasing students, learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Social Studies (Civics) achievement showed the most improvement increasing from 27% to 34%. Providing additional training, support, resources and regular small group interventions contributed to an increase in this performance area.

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

Providing additional training, support, resources and regular small group interventions contributed to an increase in this performance area. An emphasis on research projects where students investigate and address issues on relevant topics supported engagement and learning.

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

Best practice teaching strategies in all content areas, especially ELA, Math, and Science, will need to be effectively implemented and monitored in order to accelerate learning. In ELA, teachers will need to model the effective use of comprehension strategies such as predicting, summarizing, story mapping, visualizing, making inferences, and questioning. In Science, these comprehension strategies will be utilized as well, in addition to hands-on learning through investigations and labs. In all content areas, test-taking strategies will be modeled for effective implementation. Small group instruction and reading pull-outs will be used for struggling readers. Intensive Reading class using the online Dreambox Reading Plus program will be implemented for middle school students who scored a level 1-2 on FSA ELA. An ESOL teacher will be hired to work with students in small groups and/or individually who are learning English as a second language. A Math coach will be employed to assist teachers with curriculum and teaching strategies geared towards the new B.E.S.T. Standards.

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 opportunities will focus evidence-based teaching strategies aimed at helping students with the following:

1. Increase literacy proficiency for all students and in all subject areas
2. Increase knowledge of basic math skills for all subgroups
3. Increase rigorous science instruction in all grades
4. Increase knowledge of social studies content for all students
5. Increase knowledge of test-taking skills in all subject areas

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD. Teachers will learn identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback within the classrooms.

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

In order to help teachers effectively develop and implement best instructional practices, Team Lead teachers, Reading resource teachers, Math Coach, ESOL teacher, and ESE teachers will be utilized for core content area support. Based on iReady data, paraprofessionals will be utilized to lower student to teacher ratio and to provide instructional support in small group settings. A School Counselor will be utilized to promote positive student behaviors, effective classroom management techniques, student recognition/awards, mental health services, and to limit behavioral concerns that conflict with instructional time. Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level. Funding has been set aside to provide extended learning opportunities. Afterschool tutorials will begin in October 2022.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA proficiency was identified as a critical need based on FSA ELA data compared to PBCSD. Somerset Academy JFK had an ELA Achievement score of 42% and Palm Beach County School District had an ELA Achievement score of 56%. Student achievement in reading impacts student's overall achievement and academic success in all core content areas. If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the school's mission and vision.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

After instruction in reading and based on the school's 2022-23 goals for English Language Arts, students in grades Kindergarten through Fifth grade - 60% of students will demonstrate readiness to enter the next grade level by scoring at or above proficiency on the Progress Monitoring 3 assessment; and 65% of students in grades 6-8 will score at or above proficiency on the Progress Monitoring 3 assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by analyzing iReady diagnostic data and Progress monitoring assessments 1 & 2 to determine trends and deficiencies. Targeted intervention will occur based on patterns of deficiencies identified. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

Our monitoring strategies include:
 Review of Lesson Plans, iReady Data Analysis, Classroom walkthroughs, Formal Observations, Professional Learning Communities attendance/participation, all Formative/ Summative Assessments and Technology.

Person responsible for monitoring outcome:

Lisa Santiago (lsantiago@somersetjfk.com)

Evidence-based Strategy:
Describe the

All teachers will implement the new B.E.S.T standards and research-based teaching instruction, such as guided reading and small group differentiated instruction aligned with best practices for meeting the diverse needs of all students to increase ELA achievement and learning gains. Online resources, such as iReady and Reading Plus will be used to

further develop foundational reading skills in grades K-8.

evidence-based strategy being implemented for this Area of Focus.

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Afterschool tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

1. Incorporate small group instruction utilizing iReady data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Students who participate in the afterschool tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Small group instruction using guided reading aligned to student data
2. Fluency and comprehension instruction and progress monitoring including core reading instruction that adheres to the rigor of the B.E.S.T Standards
3. Modeling specific skills for students to master during core reading instruction, differentiated small group instruction, and core writing instruction through the use of Top Score Writing Workshop Curriculum
4. Teacher and student data chats twice per quarter
5. Provide After-School Tutoring sessions for lowest 25%
6. Appropriate use of technology to support instruction, including Reading Plus 6-8 and iReady Magnetic K-5 lessons to remediate Tier II and Tier III skills daily
7. Teachers will analyze student data to determine strengths and weaknesses in content area

Person Responsible Tracey Levine (tlevine@somersetjfk.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The achievement of SWD students were identified as a priority based on FSA ELA data showing that 84% of the subgroup is below proficiency. Closing the achievement gap of SWD students is vital to ensuring the future academic success of this subgroup.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

After instruction in reading 60% of SWD students in grades 3-8 will score at or above proficiency as measured by state-mandated Progress Monitoring 3 assessments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by analyzing iReady diagnostic data and Progress monitoring assessments 1 & 2 to determine trends and deficiencies. Targeted intervention will occur based on patterns of deficiencies identified. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

Our monitoring strategies include:
Review of Lesson Plans, iReady Data Analysis, Classroom walkthroughs, Formal Observations, Professional Learning Communities attendance/participation, all Formative/ Summative Assessments and Technology.

Person responsible for monitoring outcome:

Nelly Hermele (nhermele@somersetjfk.com)

Evidence-based Strategy: Describe the

All teachers will implement the new B.E.S.T standards and research-based teaching instruction, such as differentiated instruction lessons with best practices for meeting the diverse needs of all students to increase ELA and Math achievement and learning gains with SWD students. Online resources, such as iReady, Reading Plus, BrainPop, and

Nearpod will be used to further develop foundational reading and math skills in grades K-8.

evidence-based strategy being implemented for this Area of Focus.

1. Incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Afterschool tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

1. Incorporate small group instruction utilizing iReady data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Students who participate in the afterschool tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Employ two full-time ESE teachers to push-in to the classrooms for additional support
2. Utilize paraprofessionals to check for student comprehension and provide small group instruction
3. Teacher and student data chats twice per quarter within and across subgroups
4. Provide After-School Tutoring sessions for lowest 25%
5. Appropriate use of technology to support instruction, including Reading Plus 6-8 and iReady Magnetic K-5 lessons to remediate Tier II and Tier III skills daily
6. Teachers will analyze student data to determine strengths and weaknesses in content area
7. A math curriculum coach will be employed to coach teachers on best practices with the new math curriculum SAVVAS Envision.

Person Responsible

Camille Bachmann (cbachmann@somersetjfk.com)

#3. Instructional Practice specifically relating to Science

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Science proficiency was identified as a critical need based on FCAT 2.0 data as there was a significant decline in Science proficiency. According to SY20-21 FCAT 2.0 data, 37% of students scored at or above proficiency compared to SY21-22 FCAT 2.0 data, 21% of students scored at or above proficiency. Student achievement in science at the elementary level impacts student's achievement in science at the secondary level. Achievement gaps must be closed to ensure students have the science foundation to be successful in secondary science classes and meet graduation requirements.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

After instruction in science and based on the school's 2022-23 goals for Science, 60% of students in Grade 5 and Grade 8 will score at or above proficiency as measured by the FCAT 2.0 in Science. Additional reading intervention resources and hands-on learning materials/labs are needed to increase science achievement that will also be used to increase student achievement in the ESE and SWD subgroups. Additional resources for labs and BrainPop will be purchased by the first quarter of school.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by teacher created science assessments data to determine trends and deficiencies. Targeted intervention will occur based on patterns of deficiencies identified. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

Our monitoring strategies include:
Review of Lesson Plans, Classroom walkthroughs, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

Person responsible for monitoring outcome:

Lisa Santiago (lsantiago@somersetjfk.com)

Evidence-based Strategy: Describe the evidence-based strategy being

All teachers will implement the new B.E.S.T standards and research-based teaching instruction, such as hands-on inquiry based lessons aligned with best practices for meeting the diverse needs of all students to increase science achievement. Teachers will use the newly purchased curriculum of STEMscopes in grades K-5 and Elevate in grades 6-8. Online resources, such as BrainPop and Nearpod will be used to further develop foundational science skills in grades K-8 by supporting the core academic programming.

implemented for this Area of Focus.

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Afterschool tutoring programs in Grade 8 to ensure learning supplemented with additional resources and teacher support.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

1. Incorporate small group instruction utilizing science assessments data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Students who participate in the afterschool tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences
2. Integrate literacy and literacy strategies in the science classroom in order to enhance scientific meaning through writing, talking, and reading science materials
3. Teachers trained and using new curriculum - STEMscopes in grades K-5 and Elevate in grades 6-8
4. Integration of appropriate technology in the core and differentiated science instruction including use of BrainPop and Nearpod in grades K-8

Person Responsible

Lisa Santiago (lsantiago@somersetjfk.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Somerset Academy JFK develops activities to involve parents, families and other community stakeholders in the education of their children and to increase academic success. The school partners with local business to receive awards and incentives for teachers and students. Additionally, local businesses assist with donations that support school events and activities that contribute to a positive learning environment, and increased students achievement. The School's administration will assist in relationship building, restorative justice, and maintaining positive morale. A School Counselor will assist in youth mental health services, parent workshops, character education, and Social Emotional Learning classroom activities in grades K-8. The school has created a year-long activities calendar with school events for during hours and after school hours for more activities to involve all stakeholders. Several field trips will be organize to provide real-world like experiences and increase the use of project-based learning. Additionally, Somerset Academy JFK employs the Multitiered System of Supports (MTSS) process that provides additional support for students needing assistance with academics or behaviors. An ESE Coordinator and ESOL Coordinator provide services per specialized educational plans for our students.

Somerset Academy JFK School adopts and promotes a Single School Culture for Academics and Behavior by implementing our Universal Guidelines for Success, Single School Culture Student Expectation Scripts, Grade Level Assemblies, Character Counts program, Family Curriculum and Education Nights, Family Workshops, and SAC meetings. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse. School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success, students receive brag stickers, certificates, individual reward tickets, and incentives.

In FY23, we will incorporate Second Step (SEL program) where students will have the opportunity to relieve stress and learn strategies to support social/emotional concerns.

We instill citizenship through our Safety Patrols, this group consist of only 5th grade students who are responsible, respectful, and set a good example for the students. Their main job is to maintain the safety of our students. They begin their day on post at 7:30AM by assisting students throughout our campus. At the end of the day, they are back on post ensuring that the students at get home safely. Safety Patrols who prove to be responsible and respectful also have the opportunity to travel to Washington D.C. for the annual field trip.

We implement multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to iReady Diagnostics, Performance Matters Assessments, and Progress Monitoring Assessments. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL contact and instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

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

Somerset Academy JFK partners with local businesses to receive awards and incentives for teachers and students. Additionally, local businesses assist with donations that support school events and activities that contribute to a positive learning environment, and increased students achievement. The school builds partnerships and involves the parental community in contributing to student learning and student success. Parent engagement will be encouraged to attend SAC and Title I meetings, as well as volunteering on the school campus. Several parent workshops will be offered through All Pro Dad and Living Skills in Schools.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensure students feel safe, welcome, and included.

Teachers: incorporate CHAMPS a framework that brings together school communities to develop positive, safe, supportive learning cultures. CHAMPS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. It also ensures that all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few).

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.

Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum scope and sequences. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.