Somerset Academy Silver Palms At Princeton

2022-23 Schoolwide Improvement Plan

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Somerset Academy Silver Palms At Princeton

13390 SW 248 ST, Homestead, FL 33032

[no web address on file]

Demographics

Principal: Kerri Ann O'sullivan

Start Date for this Principal: 11/10/2010

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)	86%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: A (74%) 2017-18: A (76%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	86%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

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

School Board Approval

N/A

SIP Authority

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

Provide the school's vision statement.

Set high expectations
Objective
Meaningful curriculum
Effective
Resourceful and responsible life-long learners
Students who achieve proficiency and beyond
Evaluate continuously and use data to drive curriculum
Teachers who are highly qualified

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
Buergo, Marlene	Teacher, ESE	SPED Coordinator, Staffing, Intervention and RTI
O'Sullivan, Kerri	Principal	Disciplining or advising students, approving Teachers' curriculums and ensuring the school environment is safe for all students and staff members.
Palomares, Karina	Assistant Principal	SPED, RTI, Intervention, school management, student activities and services, community relations, personnel, and curriculum instruction.
Redondo, Karina	Teacher, ESE	Deliver classroom instruction that helps students learn, teachers must prepare effective lessons, grade student work and offer feedback, manage classroom materials, productively navigate the curriculum, and collaborate with other staff.
Sherry, Colleen	Curriculum Resource Teacher	Design instructional materials and sample lessons consistent with program area of emphasis or grant requirements as appropriate. Conducts demonstration teaching units for replication purposes. Develops an implements staff development training courses and follow-up programs.
Velasquez, Adriana	Teacher, K-12	Helping students read fluently, comprehend what they're reading, and train them in phonetics, spelling, grammar, and vocabulary memorization.
Reyes, Jennifer	School Counselor	The Guidance Counselor, or School Guidance Counselor, provides advice and helpful resources to students regarding certain personal and academic situations. Their main duties include offering counseling to students or Teachers, conducting group counseling sessions to help students develop their personal and academic skills .

Demographic Information

Principal start date
Wednesday 11/10/2010, Kerri Ann O'sullivan

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.*

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.*

Total number of teacher positions allocated to the school
28

Total number of students enrolled at the school
560

Identify the number of instructional staff who left the school during the 2021-22 school year.
7

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

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	118	93	116	104	69	69	0	0	0	0	0	0	0	569
Attendance below 90 percent	0	9	5	6	3	3	0	0	0	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	3	0	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	8	0	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	3	0	0	4	0	0	0	0	0	0	0	0	0	7

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	0	0	1	0	0	0	0	0	0	0	0	0	1

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	3	0	0	3	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Monday 8/22/2022

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	106	127	110	85	70	76	0	0	0	0	0	0	0	574
Attendance below 90 percent	0	9	7	6	5	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	9	0	0	0	0	0	0	0	0	0	0	0	0	9
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	9	0	0	2	1	1	0	0	0	0	0	0	0	13

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	0	2	0	0	0	0	0	0	0	0	0	0	11
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	106	127	110	85	70	76	0	0	0	0	0	0	0	574
Attendance below 90 percent	0	9	7	6	5	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	9	0	0	0	0	0	0	0	0	0	0	0	0	9
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	9	0	0	2	1	1	0	0	0	0	0	0	0	13

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	0	2	0	0	0	0	0	0	0	0	0	0	11
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	62%	55%				58%	63%	61%
ELA Learning Gains	68%						60%	61%	59%
ELA Lowest 25th Percentile	56%						57%	57%	54%
Math Achievement	70%	51%	42%				89%	67%	62%
Math Learning Gains	62%						88%	63%	59%
Math Lowest 25th Percentile	52%						100%	56%	52%
Science Achievement	43%	60%	54%				68%	56%	56%
Social Studies Achievement		68%	59%					80%	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	52%	60%	-8%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-52%				

				ELA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	72%	60%	12%	56%	16%
Cohort Comparison		-52%				
06	2022					
	2019					
Cohort Comparison		-72%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

				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	79%	67%	12%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	90%	69%	21%	64%	26%
Cohort Comparison		-79%				
05	2022					
	2019	97%	65%	32%	60%	37%
Cohort Comparison		-90%				
06	2022					
	2019					
Cohort Comparison		-97%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	53%	16%	53%	16%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-69%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
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
ELL	65	68	64	75	67	55	41				
BLK	48	75		61	44						
HSP	66	65	45	72	65	58	47				
WHT	70			60							
FRL	63	69	57	70	63	53	42				

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	57	53		67	73		27				
BLK	59			59							
HSP	62	57	33	69	63	55	45				
WHT	75			100							
FRL	55	50	40	66	57	58	37				

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
ELL	62	64		95	94		73				
BLK	55			55							
HSP	59	59	54	94	88	100	71				
FRL	61	60		90	86	100	67				

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)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	65
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	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

In the 2022 FSA Math Assessment 5th grade Math and Science had a decline of 7% in each content area.
5th grade ELA increased by 2%.

In the 4th grade Math and ELA FSA Assessment we saw an extensive increase-ELA increased by 10% and Math by 5%.

In the 3rd grade Math FSA Assessment we saw a decrease of 1% and in ELA of 3%.

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

The data components based off 2022 FSA State Assessment and NGSS Science State Assessment- the greatest improvement needed is in the area of 5th grade Math and 5th grade Science.

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 were the learning gaps 5th graders are experiencing due to COVID in 2020. The students still struggle with multiplication, division and subtracting. They are missing fundamentals from 3rd grade.

The contributing factors in 5th grade Science is the lack of prior knowledge in science.

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

4th grade ELA and Math showed the most improvement in progress monitoring and the 2022 State Assessments.

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

Our strategy was to utilize intervention programs to lessen the learning gap and build the foundational skills. This year our students used personal data trackers to track their growth data by benchmark.

Utilizing this strategy allowed the parents, students, and teachers a clear understanding of how students are performing in each content area/ standard. Students were assessed at the beginning of the year on all benchmarks, this data was then analyzed and logged in their data folders. Teachers then used the data folders to group students by strengths and weaknesses. During small groups, students were provided remediation and continuously reassessed to show growth.

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

Instructional Support, more interventions, reteach, small group instruction, data chats with students and teachers and mini benchmark assessments will be implemented to accelerate the learning.

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.

Progress monitoring and instructional support twill be the focus of the professional developments.

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

Additional services will be implemented in order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the
participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers.

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 Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement the Targeted Element of Differentiation. Our findings demonstrated learning gains for the lowest 25% decreased in Math. However, with differentiated instruction in place, each student's needs will be met. We will provide the necessary instruction for the lowest 25% subgroup to make learning gains and move towards proficiency
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If successfully implemented differentiation, then our lowest 25% subgroup will increase by a minimum of 10% percentage points as evidenced by the 2023 state assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will conduct monthly data chats and follow up with weekly walkthroughs. Teachers will adjust groups based on current data on a monthly basis.
Person responsible for monitoring outcome:	Karina Palomares (kpalomares@somersetsilverpalms.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Our strategy is to utilize differentiation of intervention programs to lessen the learning gap and build the foundational skills. This year our students will use personal data trackers to track their growth data by benchmark.

for this Area of Focus.

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

Utilizing this strategy allows the parents, students, and teachers a clear understanding of how students are performing in each content area/standard. Students will be assessed at the beginning of the year on all benchmarks, this data will then be analyzed and logged in their data folders. Teachers then will use the data folders to group students by strengths and weaknesses. During small groups, students will be provided remediation and continuously reassessed to show growth. As needed, the students will be moved between groups in order to ensure that their learning needs are continuously being met. The data folders will facilitate open communication and understanding by all parties involved in how to best support our students.

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.

As a collaborative effort we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers.

Person Responsible

Karina Palomares (kpalomares@somersetsilverpalms.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The 3 focus areas are:

Decoding
Comprehension
Fluency

These 3 areas are dependent on each other. You can't comprehend the text if you can't decode it. If you can't decode it, you're not going to be very fluent. And then, the more fluent a reader is, the better they can comprehend the text. And the more a reader comprehends the text, the better their fluency will be (i.e. they can read with more expression, know what words to put emphasis on, etc.)

The percentage of students not on track to score a level 3 or above on the state ELA Assessment is 10%.

Forms of Data we will be utilizing is the iReady baseline, midyear and end of year (AP #1-AP#3), IReady growth Monitoring, biweekly Wonders assessments, Weekly Formative Assessments of Sight Words and or Fluency.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The 3 focus areas are:

Fluency
Vocabulary
Comprehension

These 3 areas are dependent of each other. Vocabulary instruction can be taught directly or indirectly. It is most effective when multiple strategies are used and the words are age appropriate.
*Fluency is necessary for comprehension and is best taught through guided instruction. Students who read fluently are able to read with speed, accuracy, and proper expression.
*Comprehension occurs when a reader is able to connect ideas or concepts in a text to their own prior knowledge or experiences.

The percentage of students below Level 3 on the 2022 statewide, was 12%.

Forms of Data we will be utilizing is the iReady baseline, midyear and end of year (AP #1-AP#3), IReady growth Monitoring, biweekly Wonders assessments, Weekly Formative Assessments of Vocabulary and or Fluency.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The percentage of students not on track to score a level 3 or above on the state ELA Assessment is 10%.Our goal is to decrease this percentage to 7%.

Grades 3-5: Measureable Outcome(s)

Our Measurable Outcome for this year in the statewide ELA Assessment is the following:

Grades 3 ELA to increase from 62% in 2022 to 65% in 2023.
Grades 4 ELA to increase from 67% in 2022 to 69% in 2023.
Grades 5 ELA to increase from 63% in 2022 to 65% in 2023.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

To Monitor Outcomes we will be utilizing the iReady baseline, midyear and end of year (AP #1-AP#3), IReady growth Monitoring, biweekly Wonders assessments, Weekly Formative Assessments of Vocabulary and or Fluency.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Palomares, Karina, kpalomares@somersetsilverpalms.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our strategy is to utilize differentiation of intervention programs to lessen the learning gap and build the foundational skills. This year our students will use personal data trackers to track their growth data by benchmark.

Driven by insights from the i-Ready Diagnostic, the platform prescribes a path of online lessons that provide instruction tailored to each student's needs and encourages students as they develop new skills. i-Ready Personalized Instruction's online lessons are rigorous, offering students explicit instruction and providing systematic practice and scaffolded feedback that promotes a growth mindset. Once students have completed their first Diagnostic assessment, i-Ready Personalized Instruction builds a unique lesson plan consisting of online instructional lessons based on assessment performance, with a personalized starting point for each student.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Utilizing this strategy allows the parents, students, and teachers a clear understanding of how students are performing in each content area/standard. Students will be assessed at the beginning of the year on all benchmarks, this data will then be analyzed and logged in their data folders. Teachers then will use the data folders to group students by strengths and weaknesses. During small groups, students will be provided remediation and continuously reassessed to show growth. As needed, the students will be moved between groups in order to ensure that their learning needs are continuously being met. The data folders will facilitate open communication and understanding by all parties involved in how to best support our students.

Once students have completed their first Diagnostic assessment, i-Ready Personalized Instruction builds a unique lesson plan consisting of online instructional lessons based on assessment performance, with a personalized starting point for each student.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
As a collaborative effort we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers.	Palomares, Karina, kpalomares@somersetsilverpalms.net

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.

The leadership team fosters a culture consistent with the school's goals and purpose. All stakeholders collaborate and share responsibility in improving the school. Stakeholders feel empowered to give input and recommendations for continued improvement. All stakeholders enjoy their experience at the school and feel a part of a shared vision of success. All students have access to resources that address their social and emotional needs. All stakeholders collaborate and share responsibility in improving the school through our ESSAC meetings, faculty meetings, department meetings, and grade level meetings. The ESSAC meetings give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty, department, and grade level meetings give teachers and staff the opportunities to share their ideas on how the school can continuously improve. All stakeholders enjoy their experience at school and feel a part of the shared vision of success by including students on incentive field trips and through staff team-building activities throughout the year. Students are able to access resources

for their social and emotional needs through our counselors and teachers. These practices will be sustained in years to come by having an open line of communication between our stakeholders.

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

Kerri Ann O'Sullivan- Principal
Karina Palomares- Assistant Principal
Martha Santana- ESOL Coordinator
Marlene Buergo- ESE/Curriculum Specialist
Karina Redondo- ESE Teachers
Adriana Velasquez- Teacher
Colleen Sherry –Lead Teacher
Jennifer Reyes- Counselor/Mental Health
Princeton Church- Business Partners
Early Coalition, FDLERS- Early Childhood Providers
Miami Dade and FIE- Community Colleges and Universities
Agape- Social Services

All stakeholders collaborate and share responsibility in improving the school through our ESSAC meetings, faculty meetings and department meetings. The ESSAC meetings give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty and department meetings give teachers and staff the opportunities to share their ideas on how the school can continuously improve. All stakeholders enjoy their experience at school and feel a part of the shared vision of success by including students on incentive field trips and through staff building activities throughout the year. Students are able to access resources for their social and emotional needs through our counselors and teachers. These practices will be sustained in years to come by having an open line of communication between our stakeholders.
The leadership team works collaboratively with teacher leaders to provide support to faculty in implementing effective instructional strategies aligned to the school goals. The administration consistently monitors classroom instruction and provides timely and constructive feedback to ensure academic success. Faculty meetings are a productive use of time and are designed to support teaching and learning. All staff members have equitable opportunities to assume leadership roles at the school.