

Miami-Dade County Public Schools

Somerset Oaks Academy



2022-23 Schoolwide Improvement Plan

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Somerset Oaks Academy

1000 OLD DIXIE HWY, Homestead, FL 33030

www.somersetoaks.com

Demographics

Principal: Idalia Suarez M

Start Date for this Principal: 8/1/2014

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)	94%
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: B (57%) 2018-19: C (49%) 2017-18: C (49%)
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	ATSI
* 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

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>94%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

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

School Board Approval

N/A

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.

The mission of Somerset Oaks Academy is to foster the development of responsible, self-directed, life-long learners by maximizing student achievement. Somerset Oaks is committed to providing a safe environment where future leaders are inspired to learn, explore and create through student centered learning, all while developing the whole child.

Provide the school's vision statement.

Somerset Oaks Academy will provide a rigorous academic curriculum in a nurturing environment by setting high expectations for both students and teachers. The school will meet and exceed high standards of student achievement by delivering a rigorous school curriculum, where emphasis is given to personalization in student mastery of the State Standards. As well, it will supplement and enhance instructions through high-quality curricular and extra-curricular programs. The school will provide ample opportunities for students, families, and the community to be active educational partners in education. The school will continuously monitor, evaluate, and improve curriculum to achieve continuous student improvement each year.

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
Gomez, Marcelo	Assistant Principal	The vice principal will support the principal in areas concerning personnel, facilities, academics, activities, and budget. Together with the principal the vice principal will evaluate the effectiveness of the schools academic program through walkthroughs, weekly monitoring of lessons plans, teacher professionalism, communication, and teacher observations.
Cruz, Ximena	Assistant Principal	The vice principal will support the principal in areas concerning personnel, facilities, academics, activities, and budget. Together, with the principal, the vice principal will evaluate the effectiveness of the schools academic program through walkthroughs, weekly monitoring of lesson plans, teacher professionalism, communication, and teacher observations.
Ochoa, Yadira	Instructional Coach	She will provide immediate support across grade levels in mathematics and science. She will help support the implementation of school wide math, science and STEM academic programs as well as model and provide feedback and resources to assist teachers.
Garcia, Annette	Teacher, ESE	Will oversee the special education program at the school and help monitor all ESE students and that they receive the services required by their IEP.
Detres, Vashti	School Counselor	She will oversee the school wide leadership program. She works directly with our ESE Department to provide support and services for our students.
Gonzalez, Carlos	Dean	He will oversee the overall implementation of the school code of conduct across all grade levels. He helps ensure the school wide behavior management system is in place and will support and monitor the effectiveness. He will also assist teachers in the implementation of the program along with provide guidance for individual classroom systems

Demographic Information

Principal start date

Friday 8/1/2014, Idalia Suarez M

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.*

1

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

41

Total number of students enrolled at the school

623

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

5

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

5

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	91	71	69	54	48	75	90	57	55	0	0	0	0	610
Attendance below 90 percent	0	0	0	0	0	1	2	5	2	0	0	0	0	10
One or more suspensions	32	2	1	0	2	15	18	19	25	0	0	0	0	114
Course failure in ELA	4	6	9	2	1	2	2	2	1	0	0	0	0	29
Course failure in Math	0	5	5	1	3	3	7	5	2	0	0	0	0	31
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	9	17	19	16	10	0	0	0	0	79
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	7	33	22	16	15	0	0	0	0	97
Number of students with a substantial reading deficiency	1	10	28	26	17	51	49	42	27	0	0	0	0	251

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	3	11	15	3	11	12	43	38	29	0	0	0	0	165

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	11	10	5	2	0	0	2	3	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	1	0	3	0	1	0	0	0	0	5

Date this data was collected or last updated

Tuesday 9/13/2022

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	90	73	70	54	48	76	94	61	58	0	0	0	0	624
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	3	7	8	8	0	1	21	3	3	0	0	0	0	54
Course failure in Math	3	12	4	12	4	9	24	8	6	0	0	0	0	82
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	19	18	6	10	12	4	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	29	25	19	7	5	2	0	0	0	0	87
Number of students with a substantial reading deficiency	26	7	22	8	4	42	31	27	22	0	0	0	0	189

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	3	13	13	12	20	47	60	40	32	0	0	0	0	240

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	6	0	7	1	2	4	4	3	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	1	0	1	1	0	0	0	0	3

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	90	73	70	54	48	76	94	61	58	0	0	0	0	624
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	3	7	8	8	0	1	21	3	3	0	0	0	0	54
Course failure in Math	3	12	4	12	4	9	24	8	6	0	0	0	0	82
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	19	18	6	10	12	4	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	29	25	19	7	5	2	0	0	0	0	87
Number of students with a substantial reading deficiency	26	7	22	8	4	42	31	27	22	0	0	0	0	189

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	6	0	7	1	2	4	4	3	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	1	0	1	1	0	0	0	0	3

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	44%	62%	55%				51%	63%	61%
ELA Learning Gains	60%						57%	61%	59%
ELA Lowest 25th Percentile	61%						49%	57%	54%
Math Achievement	44%	51%	42%				49%	67%	62%
Math Learning Gains	71%						49%	63%	59%
Math Lowest 25th Percentile	67%						43%	56%	52%
Science Achievement	32%	60%	54%				39%	56%	56%
Social Studies Achievement	37%	68%	59%				45%	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	56%	60%	-4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	41%	64%	-23%	58%	-17%
Cohort Comparison		-56%				
05	2022					
	2019	52%	60%	-8%	56%	-4%
Cohort Comparison		-41%				
06	2022					
	2019	54%	58%	-4%	54%	0%
Cohort Comparison		-52%				
07	2022					
	2019	42%	56%	-14%	52%	-10%
Cohort Comparison		-54%				
08	2022					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-42%				

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	47%	67%	-20%	62%	-15%
Cohort Comparison		0%				
04	2022					
	2019	41%	69%	-28%	64%	-23%
Cohort Comparison		-47%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	33%	65%	-32%	60%	-27%
Cohort Comparison		-41%				
06	2022					
	2019	66%	58%	8%	55%	11%
Cohort Comparison		-33%				
07	2022					
	2019	56%	53%	3%	54%	2%
Cohort Comparison		-66%				
08	2022					
	2019	23%	40%	-17%	46%	-23%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	53%	-6%	53%	-6%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-47%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	19%	43%	-24%	48%	-29%
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	46%	73%	-27%	71%	-25%

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	62%	63%	-1%	61%	1%
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	11	57	69	16	64	64	11				
ELL	29	52	63	39	69	70	7	17			
BLK	35	58		26	68	64					
HSP	43	59	62	45	72	72	32	33	92		
WHT	62	71		57	71		50				
FRL	43	59	60	44	70	66	32	38	93		
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	13	34	38	12	21	15	21				
ELL	30	44	54	21	21	17	21	44	33		
BLK	29	17		14	22		9				
HSP	37	42	45	26	23	19	30	47	50		
WHT	48	47		43	33						
FRL	37	41	44	27	23	19	27	48	48		
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	21	38	37	17	29	31		20			
ELL	47	56	59	51	54	51	37	21			
BLK	59	63		38	47						
HSP	50	57	51	48	49	43	38	44	58		
WHT	57	53		62	60						
FRL	50	56	52	48	50	42	40	44	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)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	581
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
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	50
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	58
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	62
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	58
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?

After analyzing and desegregating the ELA FAST progress monitor data, our school, in grades 3-8 scored similar to the overall district and state data. The data revealed the 50% of our students scored level 1, 26% of our students scored at a level 2, 15% of our students scored at a level 3, 7% of our students scored at a level 4, and 2% of our students scored at a level 5. The FAST Math data demonstrated that 73% of students scored a level 1, 20% of our students scored a level 2, 6% of our students scored a level 3, and 1% of our students scored a level 4. The assessments are made to target instruction that will be taught during the entire school year. The data provided in this reports will help teachers identify small group instruction and where to target instruction.

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

The progress monitor data indicates several areas in need of improvement in both ELA and Math. The greatest need for improvements for ELA would be better target informational text, and for Math it would be geometric reasoning, measurement, and Data Analysis and Probability. The 2022 state assessment data revealed that our greatest need for improvement is 7th grade civics, and 8th grade science. As our score dropped from the previous school year.

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 learning gaps based on the complexity of the components assess on the standardized assessments.

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

Based on sate assessment data, our most improvement is learning gains across the board. Almost every grade-level in grades 3-8, for both ELA and Math demonstrated tremendous by showing growth in learning gains and even significant growth in proficiency. Our Progress monitoring data for Kindergarten through second grade also showed great improvement as most students, achieved their typical growth for both reading and math.

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

After analyzing school data, new actions steps were taken to ensure success. New innovative curriculum was purchased to assist in closing learning gaps as well as maintain rigor. In addition, new support staff has been hired to provide student with targeted small group instruction.

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

New strategies have already been implemented in order to accerlerate learning. There is a new lesson plan format in which emphasizes the importance of accelerated learning and includes the components needed to ensure accelerated learning takes place. Research based strategies such as the gradual release are included in lesson plans to ensure accelerated instruction is taking place.

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 and continuous improvement is an essential part of our school. Teachers and support staffed have been trained in accelerated learning and explicit instruction. School administrators check lesson plans weekly and conduct daily walkthroughs to ensure these strategies are being implemented with fidelity.

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

New support staff has been hired to provide teachers with additional support in differentiated instruction. Teachers receive support during intervention, DI in reading, and DI in math. In addition, new curriculum has been purchased to support student achievement specifically in ELA, and science. Observations are conducted daily to ensure implementation.

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 Differentiation

Area of Focus

Description and

Rationale:

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

After analyzing the assessment data, it is evident that there is a need to improve proficiency scores in ELA, math and science. Differentiated instruction will assist in promoting student achievement as it will help teachers tailor instruction to meet the needs of all students.

Measurable Outcome:

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

The measurable outcome the school plans to achieve by implementing effective differentiated instruction is to increase reading, math, and 5th grade science proficiency by 10 points in each grade-level.

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

The leadership team will conduct classroom observations to observe differentiated instruction taking place in the classroom. Administrators will conduct data chats with teachers to see progress and areas of need. Assessment and progress monitoring data will be assess and analyzed to determine how student are responding to instruction and identify needs.

Person responsible for monitoring outcome:

Ximena Cruz (xcruz@somersetoaks.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Our school will focus on the evidence based strategy of effectively implementing differentiated instruction as well as data driven instruction. This data driven instruction will assist in closing learning gaps by using targeted instruction. This implementation will be monitored through the checking of lesson plans. classroom walkthroughs, grade level planning sessions, as well as assessment data.

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

Differentiated instruction and data driven instruction will ensure that teachers are using data to guide planning and instruction to successfully target students. Adjustments will be made to plans and instruction as needed according to data.

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.

The school will prepare professional development trainings on the topics of differentiated instruction and data driven instruction.

Person Responsible

Yadira Ochoa (yochoa@somersetoaks.com)

#2. 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.

After analyzing our school wide data, we noticed we can benefit from increasing our math proficiency across all grade levels.

Measurable Outcome:

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

The measurable outcome would be to increase our Math Achievement levels by 10 points.

Monitoring:

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

This will be monitored through checking lesson plans along with classroom walkthroughs, and constant monitoring of assessment data.

Person responsible for monitoring outcome:

Marcelo Gomez (mgomez@somerset Oaks.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence based strategy that will be implemented for effectively increasing math achievements and learning gains will be a school wide fluency program and math interventions. Students will be provided with weekly drills and students who scored a level 1 or a level 2 on the FSA will be participating in Math Interventions 2 times a week.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research indicates that students struggling with math may benefit from early intervention in math fluency aimed at improving their math ability. There is a high level of evidence that implementing these math fluency drill and interventions, will result in increased numbers of proficiency.

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.

Data will be analyzed to identify level 1 and 2 students to add to math interventions. The leadership team will monitor for the effective implementation of the math interventions and fluency drills. The leadership team will schedule growth monitoring every 21 instructional days to see progress students have made.

Person Responsible

Marcelo Gomez (mgomez@somerset Oaks.com)

#3. 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.

According to our 2022 school wide data, our students achievement in the ESSA subgroup specifically relating to students with disabilities is at 38% falling under the federal index of 41%. Although we have increased significantly since the previous school year, from 22% to 38% a 16 point increase, our goal is to be at or above the Federal Index of 41%.

Measurable Outcome:

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

The measurable outcome the school plans to achieve is to be at or above the Federal Index of 41%

Monitoring:

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

ESE coordinator will created a schedule for ESE support department to provided students with small group instruction. Coordinator will monitor the fidelity of this small group instruction by completing daily walkthroughs as well as closely monitoring progress monitoring data. This will help support learning gains and student success and achievement.

Person responsible for monitoring outcome:

Annette Garcia (agarcia@somersetoaks.com)

Evidence-based

Strategy:

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

Students with disabilities will be provided with targeted small group instruction provided by our ESE support team to assist in raising proficiency levels and close learning gaps.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

ESE coordinator will created a schedule for ESE support department to provided students with small group instruction. Coordinator will monitor the fidelity of this small group instruction by completing daily walkthroughs as well as closely monitoring progress monitoring data.

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.

ESE coordinator and ESE support staff will be scheduled into classes to provide DI support to provide SWD targeted instruction and additional support.

Person Responsible

Annette Garcia (agarcia@somersetoaks.com)

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

Instructional Practices specifically related to ELA for grades K-2 is our new I-Ready Magnetics program. This programs targets reading foundations skills that are aligned with the Florida Best Standards. This will target our area of focus, to increase ELA proficiency.

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

Instructional Practices specifically related to ELA for grades 3-5 is I-Ready, phonics for Reading as well as fluency for all students . These programs target reading foundations skills such as phonics that are aligned with the Florida Best Standards. This will target our area of focus, to increase ELA proficiency.

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)

Students in grades K-2 will graduate out of foundational skills by AP 3 and all students will show half their stretch goal by AP 2. In addition, all students will demonstrate growth in the progress monitoring assessments.

Grades 3-5: Measureable Outcome(s)

Students in grades 3-5 will graduate out of foundational skills and phonics by AP 3 and all students will show half their stretch goal by AP 2. In addition, all students will demonstrate growth in the progress monitoring assessments.

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.

Teachers will participate in ongoing data chats with admin and leadership team members to determine areas of needs and where to focus instruction. Data will be monitored weekly to see progress and implementation.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Cruz, Ximena, xcruz@somerset Oaks.com

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?

Differentiated instruction, a reached/evidence based strategy will be implemented daily as well as interventions to achieve the measurable outcomes. In addition, additional support staff has been hired to support teacher during DI time.

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?

DI has proven to be an effective strategy at our school as our data indicates high percentage growth in student learning gains.

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
<p>New curriculum will be implemented to assist in closing learning gaps. This curriculum is state adopted and aligned with the best standards to ensure student success. Teachers have been participating in ongoing professional development to ensure mastery of the material being implemented.</p>	<p>Gomez, Marcelo , mgomez@somerset Oaks.com</p>
<p>Admin will monitor implementation and ensure that instructional staff and support staff are implementing DI and reading interventions with fidelity. Our instructional coach will conduct meetings to plan with grade levels and provide them with assistance in DI and modeling lessons. Data chats will be held to analyze data to determine progress and identify areas for growth. Walkthroughs will be conducted to ensure classroom routines and strategies are being implemented effectively and consistently.</p>	<p>Cruz, Ximena, xcruz@somerset Oaks.com</p>

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 school implements a wide variety of communication methods in order to inform parents about upcoming events. Some of these methods include: monthly school calendar (posted on school website and emailed by homeroom teacher), PALS (Parents as Liaisons) newsletters, Constant Contact emails, Shutterfly class webpages, classroom websites, Parent Academy workshops and Remind 101. Principal and Assistant Principal will monitor implementation and review sign in sheets to determine the number of parents attending school or community events for effectiveness. Teachers also use Class DOJO/ as a means of communication on a daily basis to the parents in regards to academic and behavioral progress and/or concerns.

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

Key stakeholders include teachers, students, and community. In order to promote a positive culture and environment in our school, we have implemented the Leader in me character development program as well as Leader in Me Lighthouse team meetings. These meetings include a variety of stakeholders that discuss was to build a character education program for our students. Our parent association known as parent PALS, meets monthly to discuss events or other activities that can be implemented to create a positive culture in our school. Grade level meetings are also held monthly to discuss the needs of each grade level and what needs to be implemented to ensure students have a positive learning environment.