Somerset Preparatory Academy Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Somerset Preparatory Academy Middle School (Homestead)

3000 SE 9TH ST, Homestead, FL 33035

[no web address on file]

Demographics

Principal: Jessica Mesa

Start Date for this Principal: 8/9/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	72%
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 (59%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.](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)
Middle School 6-8	Yes	72%

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
Grade	B	

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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
Mesa, Jessica	Principal	
Andrade, Carolyn	Assistant Principal	
Stay, Jennifer	Instructional Coach	

Demographic Information

Principal start date
Monday 8/9/2021, Jessica Mesa

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
15

Total number of students enrolled at the school
321

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

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	0	0	0	0	0	0	78	80	84	0	0	0	0	242
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	7	9	15	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	19	23	12	0	0	0	0	54
Number of students with a substantial reading deficiency	0	0	0	0	0	0	7	9	15	0	0	0	0	31

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	0	0	0	14	8	9	0	0	0	0	31

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 10/4/2022

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	57%	55%	50%					58%	54%
ELA Learning Gains	56%							58%	54%
ELA Lowest 25th Percentile	49%							52%	47%
Math Achievement	52%	43%	36%					58%	58%
Math Learning Gains	58%							56%	57%
Math Lowest 25th Percentile	55%							54%	51%
Science Achievement	49%	54%	53%					52%	51%
Social Studies Achievement	62%	64%	58%					74%	72%

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
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
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
SWD	42	54		31	50		25				
ELL	37	47	40	37	56	65	31	32			
BLK	53	64		25	33						
HSP	57	56	51	53	58	57	49	57	94		
WHT	59	50		59	86						
FRL	56	55	50	50	57	51	50	60	92		
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	38	67		19	50	70					
ELL	33	44	33	29	30	38		50			
BLK	44	55		31	27						
HSP	53	52	40	46	41	58	43	56	73		
WHT	73			63	40						
FRL	52	51	42	44	39	54	39	52	74		
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

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	60
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	67
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	44
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	60
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	
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	64
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?

Across all grade levels (6-8), students increased the pass rate percentage in ELA from 54% to 55%. The SWD subgroup increased from 38% to 42%, ELL subgroup increased the ELA pass rate from 33% to 37%, the Black subgroup increased the ELA pass rate from 44% to 53%, the Hispanic subgroup increased from 53% to 57%, and the White subgroup decreased from 73% to 59%, the FRL subgroup increased from 52% to 56%. Each subgroup showed an increase of 4% except the White subgroup. ELA Learning Gains were significant in with the Black sub group (+9%).

Across all grade levels, students decreased the passing rate percentage in Math from 53% to 42%. The SWD subgroup increased from 19% to 31%, ELL subgroup increased the ELA pass rate from 29% to 37%, the Black subgroup decreased the math pass rate from 31% to 25%, the Hispanic subgroup increased from 46% to 53%, and the White subgroup decreased from 63% to 59%, the FRL subgroup increased from 44% to 50%. Math Learning Gains were significant with the ELL sub group (+26%) , the Hispanic sub group (+17%), White subgroup (+46%), FRL subgroup increased from 39% to 57%.

Students increased the pass rate percentage in 8th grade Science from 14% to 28%. The Hispanic subgroup increased from 43% to 49%, and the FRL subgroup increased from 39% to 50%.

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

Given the 2022 state assessments, the greatest need for improvement is in the 8th grade science assessment. Our students went from 14% to 28%. Although there was growth we are still significantly behind the district which scored a 39%, and the State which scored a 45%.

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 students struggled to properly grasp the content for 8th grade science. We will ensure that we properly support the teacher in equipping them with best practices that focus on explicit instruction and data analysis. Catering to students specific deficits with DI will surely help bridge their academic gap and increase performance.

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

Overall, grades 6-8 performed equally well in comparison to the district (ELA). In regards to Math, our 7th graders outperformed the state by 9% and the district by 7%.

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

Teachers worked diligently to asses students formally and informally to check for subject mastery. They will also monitored student performance through benchmark and quarterly assessments. Teachers held data chats regularly with their students to ensure they were aware of their areas of deficit and worked collectively to strive towards improvement.

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

We will need to ensure that teachers are properly supported with the resources, guides, and best practices to tailor their instruction to meet our students' needs. We will ensure that proper data chats are held with each teacher and that they are covering the required material in a timely manner. If students fail assessments in specific standards, we will ensure to assist them with how to revisit their original lesson and reteach as needed to ensure students are grasping the material and overcoming their areas of deficit.

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.

Teachers will be equipped with a PLC and various PDs that will focus on Explicit Teaching. They will also be given opportunities to observe master teachers and participate in a mentoring program. Teachers will be encouraged to further their education by attending workshops hosted by DLI.

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

Consistency and follow through/follow up will be pivotal in every aspect. Formal check ins, pop ins, one on one meetings with our teachers, and constant support.

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

:

#1. Positive Culture and Environment specifically relating to Mental Health	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The pandemic has significantly impacted all of the stakeholders that play vital roles in our school's success. Although our students performed well, improvements can always be made. By building strong relationships with students, teachers, and families, we will be able to work collectively to ensure that we cater to the needs of the "whole child." We must also focus on the needs of those who facilitate the learning for our students. They too, need to feel appreciated and supported.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Given multiple formal and informal check ins, teachers will be able to effectively gauged the effectiveness of their instruction 100% of the time.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will feel supported 100% of the time since admin and dept. heads will make sure to visit them on a weekly basis. Feedback will be provided consistently and plans of action will be developed as needed.
Person responsible for monitoring outcome:	Carolyn Andrade (candrade@somersetprephomestead.com)
Evidence-based Strategy: Describe the evidence-based strategy being	Begin lessons with short reviews of previous learning. Present new material in small amounts; assist students as they practice this material. Ask many questions and observe student responses; questions allow students to connect new material with prior learning. Provide models such as step-by-step demonstrations or

implemented for this Area of Focus.	think alouds to work out the problem. Guide student practice by asking good questions and providing feedback. Check that students understand the material; doing so can help students learn with fewer errors. Obtain a high success rate (~ 80%) through teaching in small steps, guiding practice, and employing mastery learning techniques. Provide scaffolds, or temporary supports, for difficult material. Prepare students for and monitor independent practice; ample independent practice is necessary for skills and knowledge to become automatic. Engage students in weekly and monthly reviews of past material.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	These are steps to keep in mind when teaching. Many of our teachers are new to teaching and to the professional altogether, hence they need as much guidance and direction to feel as though their is a guide and steps to follow to ensure they are successful when teaching.

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.

No action steps were entered for this area of focus

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 Preparatory Academy Homestead will implement school-wide universal practices and utilize multiple foundation systems that support academic and social achievement. Core school-wide practices include teaching expectations, reinforcing appropriate social and educational behavior, adopting consistent consequences for misbehavior, and implementing methods to improve learning by diagnosing specific outcomes for student behavior and developing systems that support the school mission.

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

The stakeholders involved in promoting a positive culture and environment include teachers, parents, support staff, administration, interventionists, and paraprofessionals. Each stakeholder takes an active part in promoting school pride. This is implemented through the use of several programs such as the SEL program, enrichment activities, clubs, and sports. Stakeholders are involved in building an environment where students succeed at an academic and personal level. We work as a team to help build our school spirit and remain positive despite the challenges we experience. Teachers and support staff are encouraged through a teacher mentoring program as well as, spotlighting teachers /staff of the month. Our goal is to focus on promoting a sense of unity and positivity.