Somerset Preparatory Academy (Homestead)

2022-23 Schoolwide Improvement Plan

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Somerset Preparatory Academy (Homestead)

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

[no web address on file]

Demographics

Principal: Jessica Mesa   Start Date for this Principal: 9/9/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
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: C (46%) 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.

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)
Elementary School KG-5	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	94%

School Grades History

Year	2021-22	2020-21
Grade	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.

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
Thursday 9/9/2021, 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
26

Total number of students enrolled at the school
382

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.
8

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	75	69	50	50	49	0	0	0	0	0	0	0	293
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	5	4	15	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	2	22	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	5	4	15	0	0	0	0	0	0	0	24

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	5	1	9	0	0	0	0	0	0	0	15

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	5	0	0	0	0	0	0	0	0	0	5
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	50%	62%	56%					62%	57%
ELA Learning Gains	58%							62%	58%
ELA Lowest 25th Percentile	52%							58%	53%
Math Achievement	43%	58%	50%					69%	63%
Math Learning Gains	37%							66%	62%
Math Lowest 25th Percentile	50%							55%	51%
Science Achievement	29%	64%	59%					55%	53%

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

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	36										
ELL	38	61	75	36	30		8				
BLK	67			55							
HSP	46	59	55	39	33	50	27				
FRL	47	59	52	40	34	50	23				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	31			23							
HSP	39	40		29	21		16				
FRL	40	36		28	9		11				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

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	48
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	63
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	44
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	61
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	46
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
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, students increased the pass rate percentage in ELA from 44% to 49%. The ELL subgroup increased the ELA pass rate from 31% to 38%, the Hispanic subgroup increased from 39% to 46%, and the FRL subgroup increased from 40% to 47%. Each subgroup showed an increase of 7%. ELA Learning Gains were significant in both the Hispanic (+19%) and FRL (+23%) subgroups.
Across all grade levels, students increased the pass rate percentage in Math from 39% to 42%. The ELL subgroup increased the Math pass rate from 23% to 36%, the Hispanic subgroup increased from 29% to 39%, and the FRL subgroup increased from 28% to 40%. Great gains were made by both the ELL and FRL subgroups in Math.
Students increased the pass rate percentage in 5th grade Science from 21% to 29%. The Hispanic subgroup increased from 16% to 27%, and the FRL subgroup increased from 11% to 23%.

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

Data shows that the greatest need is in Science although an increase in Reading skills would benefit the Science scores. 4th and 5th grade Math scores need much improvement.

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

As a relatively new school, in it's first "normal" school year, many learning gaps needed to be addressed. 5th grade Science scores (29% pass rate) were well below the pass rates of the county and state. ELA scores were also below the county and state, 4th grade ELA had the largest disparity 46% pass rate at the school level, 62% for the county, and 57% for the state. Math scores were well below the county and state scores: 4th grade at 27% with the county at 65% and the state at 61%, 5th grade at 36% with the county at 54% and the state at 52%. Focusing on data driven instruction and working with struggling students to ensure foundational skills are being taught will help address the need for improvement.

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

Although the Science scores are concerning, they did show the greatest growth year to year (21% to 29% pass rate). In both Math (+25%) and Reading (+23%), the FRL subgroup made great gains.

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

Homework help, after school tutoring, in class use of interventionist all helped with the gains made by students. Needs targeted programs like iReady and Reflex Math also helped students bridge the learning gaps caused by COVID.

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

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

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at the school to support teachers and leaders include iReady Data Analysis, using data to help drive instruction (whole group and small group), a book study (Powerful Teaching) focusing on productive struggle and the importance of recall, and reviews of new standards. In these opportunities, teachers will be able to dissect student progress in the areas of reading and math. Teachers will also be able to analyze the specific areas students need additional support in, including vocabulary, fluency , and comprehension. Moreover, teachers will be given the opportunity to participate in professional development opportunities for reading, gifted, and ESOL endorsements. In these professional developments, teachers will be able to learn specific strategies to help meet the needs of our diverse population of students.

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

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

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.	The greatest discrepancies in scores were seen in the Math scores. Only 27% of 4th grade students and 36% of 5th grade students were proficient on the Math FSA. With new standards this school year and adjustments to when certain standards are being taught, focusing on Math and Math foundational skills is of utmost importance.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome is to see an increase of 10% in the passing rate of each grade level.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be monitored through 3 diagnostic tests on iReady, monthly growth monitoring assessments, and data from small group instruction.
Person responsible for monitoring outcome:	Jennifer Stay (jstay@somersetprephomestead.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence based strategy that will be used to address the Area of Focus will be recall. Recall and productive struggle have been shown to improve student retention of information. An example of an activity would be using questions from tests through out the year during review to ensure students are not losing the knowledge they have gained.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Recall and productive struggle have been shown to improve student retention of information. An example of an activity would be using questions from tests through out the year during review to ensure students are not losing the knowledge they have gained.

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

1. Teachers will review math data with the instructional coach and create a plan to drive whole group and small group instruction.
2. Teachers will keep a question bank of all assessment questions.
3. Teachers will use the bank of questions during reviews to ensure retention of information.
4. Progress monitoring assessments will take place to check on student growth and continue the cycle.
4.

Person Responsible	Jennifer Stay (jstay@somersetprephomestead.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

N/A

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

The Area of Focus will be ELA and our 4th grade students from 21-22 which are our 5th grade students for this year. Our current 5th grade students scored a 46% in reading. Which is significantly below our state (57%) and district (62%) counterparts.

When analyzing the domains, most of the students struggled with the following content areas: Text-Based Writing and Language and Editing.

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)

N/A

Grades 3-5: Measureable Outcome(s)

Our goal for the 22-23 school year will focus on not only meeting the scores of our state and district counterparts, but exceeding them through careful and explicit instruction.

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.

As a school we will work collectively to ensure that our students and teachers are properly supported. We will have monthly and biweekly meetings with grade level chairs and departments to address any concerns that may arise. Our curriculum coach will supervise and model how to effectively incorporate best practices in teaching pedagogy and resources into the classroom to augment student performance. Data chat meetings and temperature checks will take place frequently. Intervention will also be implemented coupled with tailored DI lessons.

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

Stay, Jennifer, jstay@somersetprephomestead.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?

Teachers will be encouraged to do the following when planning and teaching:

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 think alouds to work out the problem. Guide student practice by asking probing/guided 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 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?

These are steps to keep in mind when teaching. Many of our teachers are new to teaching and to the profession 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. If we cater instruction to student need, everyone learns and succeeds.

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
Professional Learning - Our Curriculum coach, Mrs. Stay will develop PDs that will enhance teacher abilities and equip them with best practices.	Stay, Jennifer, jstay@somersetprephomestead.com
Assessment & Data Analysis : Mrs. Stay will facilitate test scores and data regularly to our teachers through formal and informal data chats. She will ensure teachers understand how to interpret reports and how to tailor instruction to bridge academic gaps.	Stay, Jennifer, jstay@somersetprephomestead.com

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Somerset Preparatory Academy Homestead focuses on building a positive school culture and environment in several ways. Teachers incorporate the use of social emotional learning lessons into their content curriculum. These lessons focus on targeting specific emotional needs of our students. This helps build a positive school culture and environment for students to feel safe and supported by their teachers/ peers. In addition, students can participate in various school clubs and enrichments after school . These clubs/ activities include STEM, Band, Dance, Karate, Basketball, Soccer, School Safety patrol and FEA. By offering these activities and clubs, we will be able to educate the whole child and ensure to also instill character values.

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.