

Miami-Dade County Public Schools

Somerset Academy Charter Middle School (South



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Somerset Academy Charter Middle School (South Homestead)

305 NE 2ND RD, Homestead, FL 33030

www.somersetacademysh.com

Demographics

Principal: Walk IR la Soberon

Start Date for this Principal: 7/1/2021

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)	82%
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: A (63%) 2017-18: A (62%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Somerset Academy Charter Middle School (South Homestead)

305 NE 2ND RD, Homestead, FL 33030

www.somersetacademysh.com

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Somerset Academy, Inc. promotes a 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
Soberon, Walkiria	Principal	
Morfa, Caridad	Assistant Principal	
Bada, Carolina	School Counselor	
Marques, Sonia	Math Coach	
Berry, Lakisha	Instructional Coach	
Daniel, Matthew	Teacher, ESE	

Demographic Information

Principal start date

Thursday 7/1/2021, Walk IR la Soberon

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.*

4

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.*

23

Total number of teacher positions allocated to the school

20

Total number of students enrolled at the school

471

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.

3

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	0	0	0	0	0	0	0		
Attendance below 90 percent	0	0	0	0	0	0	18	24	19	0	0	0	0	61	
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	9	1	0	0	0	0	0	10	
Course failure in Math	0	0	0	0	0	0	10	2	1	0	0	0	0	13	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	13	26	29	0	0	0	0	68	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	34	27	29	0	0	0	0	90	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	109	126	109	0	0	0	0	344	

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	43	56	52	0	0	0	0	151	

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

Monday 8/29/2022

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	158	151	158	0	0	0	0	467
Attendance below 90 percent	0	0	0	0	0	0	5	3	1	0	0	0	0	9
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	15	17	5	0	0	0	0	37
Course failure in Math	0	0	0	0	0	0	11	10	21	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	26	22	0	0	0	0	72
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	47	34	24	0	0	0	0	105
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	60	77	48	0	0	0	0	185

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	2	3	0	0	0	0	5
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	158	151	158	0	0	0	0	467
Attendance below 90 percent	0	0	0	0	0	0	5	3	1	0	0	0	0	9
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	15	17	5	0	0	0	0	37
Course failure in Math	0	0	0	0	0	0	11	10	21	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	26	22	0	0	0	0	72
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	47	34	24	0	0	0	0	105
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	60	77	48	0	0	0	0	185

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	2	3	0	0	0	0	5
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	55%	55%	50%				61%	58%	54%
ELA Learning Gains	50%						55%	58%	54%
ELA Lowest 25th Percentile	46%						46%	52%	47%
Math Achievement	59%	43%	36%				70%	58%	58%
Math Learning Gains	61%						65%	56%	57%
Math Lowest 25th Percentile	66%						67%	54%	51%
Science Achievement	45%	54%	53%				38%	52%	51%
Social Studies Achievement	58%	64%	58%				85%	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	65%	58%	7%	54%	11%
Cohort Comparison						
07	2022					
	2019	55%	56%	-1%	52%	3%
Cohort Comparison		-65%				
08	2022					
	2019	60%	60%	0%	56%	4%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	60%	58%	2%	55%	5%
Cohort Comparison						
07	2022					
	2019	57%	53%	4%	54%	3%
Cohort Comparison		-60%				
08	2022					
	2019	80%	40%	40%	46%	34%
Cohort Comparison		-57%				

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	13%	43%	-30%	48%	-35%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	68%	7%	67%	8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	73%	11%	71%	13%
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	96%	63%	33%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

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	23	31	31	37	57	61	23	33			
ELL	46	53	57	46	57	59	18	47	69		
BLK	64	70		60	70		40				
HSP	56	51	53	59	61	66	45	60	66		
WHT	53	36	8	61	59	69	45	38	84		
FRL	54	49	47	58	60	62	43	56	67		
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	29	43	43	22	18	29	25				
ELL	47	50	36	42	28	34	12	65	50		
BLK	76	61	60	54	39	42	29	100	79		
HSP	62	53	39	53	37	41	43	70	68		
WHT	57	47	31	57	39	29	50	78	92		
FRL	61	51	41	50	37	42	39	70	66		
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	26	46	36	41	42	36	27	55			
ELL	42	53	48	54	55	62	24	67	77		
ASN	80	60		90	70						
BLK	54	50	46	63	64	73	20	82			
HSP	61	57	48	69	64	68	36	86	78		
WHT	63	48	29	76	75	63	55	83	81		
FRL	58	55	48	67	63	64	36	84	77		

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	57
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	64
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	52
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	58

Hispanic Students	
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	50
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	56
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 grade levels and subgroups you see that there was a big decline when students were either in brick and motor or remote learning. There was a decline of 8%-3% in all areas. With a slight increase in math achievement of 5% as well as with students with disabilities by 15%.

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

According to 2022 state assessment, students demonstrated the greatest need of improvement in the area of Integration of Knowledge. Based on achievement data from state assessments from 2021 and 2022, levels of students scoring a 3 or above declined from 18 to 17 percent in 8th grade science. As well a decrease in ELA achievement by 6 for students with disabilities.

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

Some contributing factors that caused the need for improvement in the area were lack of Differentiate Instruction. Teachers will be guided on how to conducted differentiated instruction with guidance from the instructional coach. Loss of educational focus and disengagement from student perspective were the contributing factors for the need of improvement. Less Cross curricular intervention created learning gaps to understanding state assessment material. New actions taken would include integration of cross curricular planning with colleagues, and implementation of more hands-on activities to create positive learning environments and engaging learners across all classes.

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

Evidence Text Based Writing demonstrated the most improvement during the 2022 state assessment. Achievement data based on 2021 and 2022 data comparison showed no improvement in Science.

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

During the 2022 school year, students were able to participate in a writing workshop which guided them on how to write a structured paragraph from beginning to end citing evidence from the text. In math, students were given incentives for using i-ready with fidelity and showing growth.

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

Strategies that will need to be implemented in order to accelerant learning within the school is how to read and interpret student data. In Science, student will be given Mini Benchmark assessment data driven instruction given quarterly. Teachers will be Implementing of online cloud lab virtual lab learning platform, periodic data chats and data culture within the learning environment. ESE teacher will collaborate with general education teacher to provide support for students with disabilities.

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 that will be provided to school to support teachers and leaders will be guided Differentiated Instruction. Teachers will be able to implement DI with fidelity within the classroom after prop leery reading and understanding student data. Teachers will be given more professional development applied on a monthly basis will target specific data needs and create professional learning environments to achieve student success for the 2023 academic yea

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

Department mentoring and progress monitoring throughout the year will be used to ensure sustainability of improvement.

Areas of Focus

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

:

#1. 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.

ELA gains and performance of the ESSA subgroup relating to students with disabilities decrease by 6%.

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

During the 2021-2022 school year, only 23% percent of students with disabilities were proficient in reading. By June 2023, students with disabilities will increase in ELA achievement by 10% proficiency.

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

To accomplish this, the curriculum team and the teachers will work together to create rigorous lessons that will be followed by bi-weekly assessments and tracked through an online database. In addition, teachers will monitor student independent reading, which is then followed by an assessment to monitor students' Lexile level. Students will complete quarterly assessments on Growth Measuring to help track and increase their reading ability. ESE Teachers will collaborate with the general education teachers to provide support and co-teach lessons.

Person responsible for monitoring outcome:

[no one identified]

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

Pull- Out and Push-In Intervention, After school Tutoring, i-Ready program. ESE teachers will collaborate with teachers for support.

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

Individualized targeted tutoring will support students in filling gaps in reading comprehension skills. The i-Ready program is a differentiated research-based online remediation program aimed at filling gaps.

selecting this strategy.

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. ESE and general education teacher collaboration.
2. i-Ready program usage with fidelity
3. Provide ELA tutoring opportunities
4. Additional online purchase of new texts to facilitate remote learning instruction

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

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

ELA gains and performance of the lowest 25% were our second and third-lowest scoring component.

Measurable**Outcome:**

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

During the 2021-2022 school year, only 55 % percent of the students were proficient in reading. By June 2022, at least 65% of students will score at the proficient level or higher on Florida Standard Assessment.

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

To accomplish this, the curriculum team and the teachers will work together to create rigorous lessons that will be followed by bi-weekly assessments and tracked through an online database. In addition, teachers will monitor student independent reading, which is then followed by an assessment to monitor students' Lexile level. Students will complete quarterly assessments on Growth Measuring to help track and increase their reading ability.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based
Strategy:**

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

Pull- Out and Push-In Intervention, After school Tutoring, i-Ready program

**Rationale for
Evidence-based
Strategy:**

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

Individualized targeted tutoring will support students in filling gaps in reading comprehension skills. The i-Ready program is a differentiated research-based online remediation program aimed at filling gaps. Purchase on-line resources to facilitate remote learning instruction.

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. i-Ready program usage with fidelity
2. Provide ELA tutoring opportunities
3. Additional online purchase of new texts to facilitate remote learning instruction
4. FAST training and testing to assess students throughout the year

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Science

Area of Focus Description and

Rationale:

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

Science achievement was the lowest performing component with a slight decrease of 1% from the previous year. The Science component also had the greatest gap between school and state.

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

Improve achievement in 8th grade science by implementing project based learning and intervention. Resources for intervention include Study Island, Cloudlabs and MeasureUP. Paraprofessionals will use these resources to remediate struggling students in a small group setting throughout the school day. Last year, 17% of the students passed the 8th grade science FCAT, the goal is to raise it by 10%.

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

Using performance matters, science teachers will be able to progress monitor three times a year. We will be monitoring growth from the baseline testing done in September to midyear testing done in January in order to identify those areas that need the most remediation and those students that need the most individual assistance. Each month students be using study island to assess standards being taught.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Frequent progress monitoring using consistent assessment tools across all teachers teaching the subject area to gauge; provide tutoring opportunities and online resources to assist in remote learning.

Rationale for Evidence-based Strategy:

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

Frequently assessing student progress will ensure students are on-track to master standards. Tutoring will supplement their classroom instruction and help fill gaps in their science knowledge. Providing each student with online resources will help with the facilitation of learning and knowledge acquisition.

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

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

NA

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

NA

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)

NA

Grades 3-5: Measureable Outcome(s)

NA

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.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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?

NA

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?

NA

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

NA

Positive Culture & Environment

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

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

Somerset Academy South Homestead builds a positive school culture and the environment with all stakeholders by providing Parent Academies for our parents and social-emotional learning (SEL) lessons for our students through our mental health counselor as well as our Edgenuity SEL program. Parent Academies aim to involve parents and the community in the school and develop the capacity of families to support their child's education. The Academy will meet virtually 6 times during the year and engage participants in topics such as parenting skills, navigating the path to college, how to best support children in school, etc. At Somerset Academy, we aim to have well-rounded students. To be able to do this our students must be able to see the child for a while. Our SEL program is geared to teach students how to master their emotions and learn how to deal with the day to day of life. These programs assist our school culture and the environment by providing the family atmosphere that we strive for.

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

Somerset Academy South Homestead also hosts a variety of events open to families and the community, for example, the Hispanic Heritage Expo, Black History Showcase, and SASH Bash (food truck night). Further extracurricular clubs, such as the National Junior Honor Society and Key Club, prepare students to be leaders for the public and engage in a variety of community service projects. These events will continue to take place per CDC guidelines.

To support student achievement, the school Somerset Academy South Homestead will provide monthly tutoring sessions. Our tutoring sessions will be based on our student's lowest benchmarks. We will also Further, the counseling team has partnered with community organizations to provide resources to families, such as counseling and information and services during the school's Wellness Fair. The school has also teamed with local restaurants and businesses (e.g., Texas Roadhouse to raise funds for the school's various organizations). These events will continue to take place per CDC guidelines.