Somerset Academy Charter High School (South Homestead)

2022-23 Schoolwide Improvement Plan

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Somerset Academy Charter High School (South Homestead)

305 NE 2ND RD, Homestead, FL 33030

www.somersetacademy.dadeschools.net

Demographics

Principal: Walk IR la Soberon

Start Date for this Principal: 8/25/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	88%
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 (52%) 2018-19: B (54%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	88%

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	C		B	B

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.

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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
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 8/25/2022, Walk IR Ia 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.*
2

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.*
9

Total number of teacher positions allocated to the school
22

Total number of students enrolled at the school
536

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

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	148	150	128	110	536
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	27	28	30	30	115
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	3	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	4	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	23	2	25
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	37	40	41	26	144
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	47	37	27	112
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	150	0	74	48	272

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	0	0	0	49	5	48	28	130

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	0	0	0	173	146	114	99	532
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	3	4	5	5	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	21	6	8	0	35
Course failure in Math	0	0	0	0	0	0	0	0	0	29	38	16	0	83
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	39	40	28	0	107
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	42	39	5	0	86
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	61	10	28	17	116

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	173	146	114	99	532
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	3	4	5	5	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	21	6	8	0	35
Course failure in Math	0	0	0	0	0	0	0	0	0	29	38	16	0	83
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	39	40	28	0	107
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	42	39	5	0	86
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	61	10	28	17	116

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	45%	54%	51%				56%	59%	56%
ELA Learning Gains	49%						54%	54%	51%
ELA Lowest 25th Percentile	46%						41%	48%	42%
Math Achievement	31%	42%	38%				50%	54%	51%
Math Learning Gains	49%						44%	52%	48%
Math Lowest 25th Percentile	63%						33%	51%	45%
Science Achievement	25%	41%	40%				58%	68%	68%
Social Studies Achievement	51%	56%	48%				74%	76%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	68%	-13%	67%	-12%
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	72%	71%	1%	70%	2%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	63%	-8%	61%	-6%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	54%	-16%	57%	-19%

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	22	32		26	47		18			100	40
ELL	17	45	50	21	60	70	22	11		94	82
BLK	43	45		36	46						
HSP	44	49	46	30	48	60	24	47		97	61
WHT	64	43								90	67
FRL	43	47	45	29	47	63	24	48		95	60

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	20	39	55	25	21						
ELL	16	44	54	23	24	13	24			94	65
BLK	39	53		38	50			54			
HSP	43	50	54	32	22	24	42	62		95	73
WHT	78	65		31	23						
FRL	43	52	53	29	23	27	40	61		98	67

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	35	40		29	47		56				
ELL	37	47	50	43	50	38	59	47			
BLK	36	31		33	33						
HSP	54	55	47	51	45	36	57	70		87	39
WHT	74	63		52	43		71				
FRL	54	52	43	51	43	36	59	68		95	31

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	583
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
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	43
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	52
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	66
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	52
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?

Correlation between ELA scores and Biology content scores indicate a trend in reading comprehension deficiency. Although overall math achievement declined, overall math learning gains and the lowest 25 percentile increased. No subgroup was below the federal index.

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

According to FSA 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 40 to 25 percent in High school biology. These percentiles demonstrated the greatest need for improvement. Students need improvement in basic algebra skills and bridging gaps in knowledge from previous years.

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

Due to the lost of teachers during the year, students lost instructional time. With the hire of new teachers, students are being provided extra support through pull-out tutoring, after school tutoring, and SAT prep. 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. Students being away from the school setting and learning from home during the extended period of time with the pandemic caused an additional year gap in basic skills needed for math. Remediation programs to find and bridge these gaps are needed.

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

During the 2022 school year, Text Based writing demonstrated the most improvement. In Science, achievement data based on 2021 and 2022 data comparison showed no improvement, but remained constant for 8th grade biology which remained at 75 percent of students scoring at a level 3 or higher. Math learning gains and the math lowest 25 percentile increased.

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

During the 2022 school year, the students were provided with a writing workshop in order for them to improve their writing skills. In Science, Implementation of online component PENDA and tutoring contributed, Mini Benchmark assessment data driven instruction were given quarterly, Implementation of online cloud lab virtual lab learning platform. Data chats were also reviewed periodically. Pull out intervention with paraprofessionals was done with students in the lowest 25th percentile, this individualized and additional support helped these students. They were also invited to attend after school tutoring.

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

The implementation of more regularly scheduled intervention session for students who scored the lowest percentile. As well as working with the ESE teachers to be able to provide general education teachers with more support. Explicit instruction and teaching on grade level content need to be a focus. Students need remediation throughout the year but need to be exposed to all the grade level material to allow them to be successful. Students need to move forward on grade level and set them up for success with just-in-time training on required foundational skills.

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 given Professional Development to better assistance on how to implement Read180 with fidelity. Professional development will also be given on a monthly basis, these PD's will target specific data needs and create professional learning environments to achieve student success for the 2023 academic year. For professional development, teachers will need to implement differentiated instruction and tailoring instruction to meet individual needs. Professional development also need to be focused on the latest instructional strategies, innovative teaching techniques and new instructional materials to help support our student population. Teacher will need to explore various strategies to support these students, monitor their progress, and support their success throughout the school year.

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. Monitoring students throughout the year, data collection and analysis, and consistent needs assessments to adapt or change strategies over time.

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 ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Overall our ELA proficiency went down from our 2022 FSA from 46% to 45% an overall performance decrease of 1% point.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	As a school we would like an overall proficiency of, 55% an increase of 10% points.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored three times a year through Read 180 a reading intervention program.
Person responsible for monitoring outcome:	Lakisha Berry (lmacias@somersetacademysh.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	This area of focus will be monitored by the implementation of Read 180 which is a reading intervention program, pull-out tutoring and push-in services provided by our paraprofessionals.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Read 180 is a district curriculum, it also assesses student on their reading Lexile levels they can take assessments three times a year. The program adapts to where each student is at personally.

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. Professional Development on how to use the Read 180 program.
2. Implementation of Read 180
3. Push-In Tutoring
4. Pull- Out Tutoring
5. After School Tutoring

Person Responsible   Lakisha Berry (lmacias@somersetacademysh.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our Algebra 1 EOC and Geometry EOC passing rate are below the district percentiles by 10 and 6 percent.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Last year, 26% of the students passed the Algebra I EOC and 35% of the students passed the Geometry EOC, the goal is to raise both subjects by 10 percentage points each.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Using ALEKS, math teachers will be able to progress monitor each month by tracking how the students are mastering the standards that they need the most assistance with. 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.
Person responsible for monitoring outcome:	Sonia Marques (smarques@somersetacademysh.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Improve achievement in Algebra I and Geometry by implementing project based learning and intervention. Resources for intervention include ALEKS, Study Island and Performance Coach classroom teachers will also receive training on the aforementioned programs.. Paraprofessionals will use these resources to remediate struggling students in a small group setting throughout the school day.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	ALEKS finds gaps in student learning and customizes lessons in order to close these gaps. Afterschool tutoring and small group tutoring with paraprofessionals will support those areas with the greatest gaps to close.

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. Training on given programs in order to use the programs with fidelity.
2.. Implement ALEKS program and have students take diagnostic assessment (Test chair/Curriculum specialist)
3. Lessons assigned weekly in ALEKS to remediate lowest areas (teachers)
4. Progress monitoring (Test chair/Curriculum specialist)

5. Purchase additional curricular resources such as Performance coach(Test chair/Curriculum specialist)
6. Schedule afterschool tutoring and in-school small group tutoring with paraprofessionals (Curriculum specialist)

Person Responsible   Sonia Marques (smarques@somersetacademysh.com)

#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, the component with the greatest decline from the previous year from 41% to 25%, and the component with 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 Biology by implementing project based learning and intervention. Resources for intervention include Study Island and Cloud Labs. Paraprofessionals will use these resources to remediate struggling students in a small group setting throughout the school day. The goal is to raise proficiency by 10% points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Using Study Island, science teachers will be able to progress monitor each month by assessing standards taught. 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.
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, paraprofessionals to assist classroom teachers with Differentiated instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. Create topic assessments to be used to progress monitor, implement a schedule for administering the assessments. 2. Tutoring for Biology 3. Online purchase of textbooks for student use in school and at home 4. Biology progress monitoring with performance matters 5. Teacher professional development

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.

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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.