

The School District of Palm Beach County

Somerset Academy Wellington K 8 School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Somerset Academy Wellington K 8

1000 WELLINGTON TRACE, Wellington, FL 33414

[no web address on file]

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/7/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Somerset Academy Wellington is to maximize student achievement through an arts-integrated curriculum to foster the development of accountable, 21st-century learners, in a safe and enriching environment.

Provide the school's vision statement.

The vision of Somerset Academy Wellington is to provide equitable, high quality education that engages and empowers students through the integration of arts.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Sauri, Elizabeth	Principal	<p>The main responsibility of the school principal is to ensure a safe, nurturing, and rigorous learning environment for our young learners. It is Mrs. Sauri's responsibility to ensure implementation of the Multi-Tiered System of Supports (MTSS) and to ensure all stakeholders have a clear understanding of the School Improvement Plan and how to use strategic data points to make educational decisions for the improvement of teacher and student success. The principal is also responsible for staff development through regular observations. Continuous support through proper execution and monitoring of all strategies and actions towards continuous improvement throughout the school. The principal will build and facilitate instruction with the use of best practices and school district recommended resources/ materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college readiness. The principal also hires, supports and retains highly qualified employees and used data to make informed decisions on how to improve students success and teacher retention through support and continuous professional development. The school principal is also responsible for ensuring important matters are handled in a timely manner and in a diligent manner in accordance with the Code of Student Conduct, The Palm Beach School District Student Progression Plan, and the state and district mandates.</p>
Garcia, Jacqueline	Curriculum Resource Teacher	<p>Mrs. Garcia is our Curriculum Specialist as well as our lead teacher. Her responsibilities is ensuring we are working with state adopted curriculum for core academic areas. She is also responsible for implementing supplemental and intensive interventions in the classrooms by training the teachers and monitoring progress. As the curriculum coach she is also responsible in ensuring teachers are properly trained on supplemental and intensive interventions but also to properly track the data to ensure students are making academic progress. As the lead teacher she is responsible for informal observations and modeling for teachers that may need assistance. She also handles minor behavior infractions by mitigating with students and informing parents of consequences of negative behaviors in accordance with the student code of conduct.</p>
Caraza, Ariana	ELL Compliance Specialist	<p>Mrs. Caraza's responsibilities include ESOL program compliance. She provides our teachers with various professional development opportunities on how to properly implement ESOL strategies using verbal and non-verbal cues. She also provides teachers with the state adopted ESOL strategies and explains how to properly implement them across curricular areas. Mrs. Caraza is also responsible for ensuring all ELL students are using the proper programs based on their individual academic performance to maximize language acquisition. She also ensures teachers understand student ELL plans and how to properly ensure teachers are providing students who are new to the country every opportunity to acquire language acquisition. Mrs. Caraza collects relevant data for ESOL students quarterly to ensure student success.</p>

Name	Position Title	Job Duties and Responsibilities
Bejarano, Monica	Instructional Coach	<p>The instructional coaches have a very intricate part in the success of all of our staff and students. Their responsibility is to ensure teachers are properly trained on using and implementing state approved curriculum. The instructional coaches also monitor student data, assist in modeling in classrooms, determine best course of action for students not performing at grade level. Instructional coaches work extremely close with the School based Team to ensure teachers know when a student should be receiving supplemental or intensive interventions according to data. The instructional coaches also work with students receiving intensive interventions through the RTI process for data accountability. The instructional coaches must ensure the state adopted material the school utilizes is in alignment with the District approved ELA, Math, Science, and Social Studies. The coaches must regularly meet with teachers to debrief data and ensure teachers are following the state standards through the use of an effectively implemented focus calendar. They ensure compliance with lesson planning and that all staff members understand the importance of common configuration boards. The role of the instructional coach is priceless for the staff and the students as they are the support network for teachers and inform administration of the needs of each grade or individual teachers and how they as a team can provide support in areas of weakness.</p>
Borrero, Michelle	Instructional Coach	<p>The instructional coaches have a very intricate part in the success of all of our staff and students. Their responsibility is to ensure teachers are properly trained on using and implementing state approved curriculum. The instructional coaches also monitor student data, assist in modeling in classrooms, determine best course of action for students not performing at grade level. Instructional coaches work extremely close with the School based Team to ensure teachers know when a student should be receiving supplemental or intensive interventions according to data. The instructional coaches also work with students receiving intensive interventions through the RTI process for data accountability. The instructional coaches must ensure the state adopted material the school utilizes is in alignment with the District approved ELA, Math, Science, and Social Studies. The coaches must regularly meet with teachers to debrief data and ensure teachers are following the state standards through the use of an effectively implemented focus calendar. They ensure compliance with lesson planning and that all staff members understand the importance of common configuration boards. The role of the instructional coach is priceless for the staff and the students as they are the support network for teachers and inform administration of the needs of each grade or individual teachers and how they as a team can provide support in areas of weakness.</p>
Ghorbani, Shauna	School Counselor	<p>The school social worker is responsible for the mental health of our student body. Ms. Ghorbani is responsible for ensuring our students feel they are safe, have a voice, and have someone who will listen and promote a safe and welcoming learning environment. Through the use of the Social Emotional Learning program Stanford Harmony she visits classrooms to work on Social Emotional Learning techniques and practices with students</p>

Name	Position Title	Job Duties and Responsibilities
		and teachers. Ms. Ghorbani is also responsible for working with our high school students on college readiness and understanding specific graduation requirements. She also mentors students needing a safe person. She is also responsible for reporting DCF related issues. She also works with students in crisis and is an integral part in determining the proper steps to follow for crisis mediation.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Board was created to ensure all stakeholders are aware of the school's vision and mission and how we actively use data to drive instruction. The School Advisory Committee meets monthly and discusses data with all stakeholders as part of TITLE I compact and provides parents with resources to assist their children at home and in school.

*Parent Liaison supports parents by providing resources parents may not be aware the school provides such as completing lunch applications, various doctors within the area, homework, and how to reach out to school staff members. The parent liaison is also responsible for ensuring parents know whom to reach out to when their child needs assistance and also provides school and district approved resources to help better empower parents.

*ESOL Coordinator assist parents, students, and staff members with understanding ESOL strategies and language acquisition.

*ESE Coordinator assist parents, students, and staff members in ensuring students with IEP plans have their accommodations followed and are compliant with state and district mandates. The ESE Coordinator is also responsible for educating teachers and parents on the RTI process and how to have a child tested for special education services once requested.

*Social Worker is responsible for the social, emotional, and mental health of the students of the school. Our social worker meets regularly with all grade levels and discusses mental health, positive peer interactions and relationships as well as peer mediation. Our social worker is also here to assist parents in finding manageable resources they may need to ensure they are communicating and understanding their child's unique needs.

*School safe guard is responsible for the safety of all stakeholders in the building. He is responsible for creating healthy relationships with all our stakeholders and ensuring all stakeholders understand they are safe in the school environment.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is a living document which encompasses the continuous efforts of improvement all stakeholders have to the students, staff, and stakeholders. The SIP can be updated at any time especially if there is a data trend to any specific demographic group that is concerning however it will typically be updated three times a year in accordance with our state assessments to use as data points. These three pulse checks

assures the school and all stakeholders are being held accountable for student success. The three checkpoints also allow the school teachers, coaches, administrative team, to have a better understanding based on state assessments if the curriculum and the multi-tiered interventions are working. The three pulse checks to the School Improvement Plan also provide real time data on how students are progressing in grades and subcategories.

As a committee we work together throughout the school year to ensure we are meeting academic goals for each student as well as meeting professional development needs and support for our staff members. The plan will be revised if needed quarterly to ensure continuous improvement. We will monitor the plan based on State BEST Assessments Reading Grade 3-8 (3 times a year), Math, and Science (3 times a year), I-Ready Diagnostics in both Reading and Math (3 times a year), STAR Testing (3 times a year) as well as quarterly assessments and grades based on our state adopted curriculum for all core classes. All of our teachers follow the scope and sequence as outlined in the Palm Beach School District as well as the Pupil Progression Plan. For our ELL population they will be administered the WIDA ACCESS which tests students in listening, reading, and writing. The ESOL coordinator will work with teachers and parents in understanding how to properly implement ESOL Strategies to assist English Language Learners in Language Acquisition.

Exceptional Student Education (ESE) all take the regular state assessments (STAR, BEST, I-Ready). The student information is shared with the ESE teachers by the ESE coordinator. The ESE teacher will work be provided with student data points to ensure the student goals are aligned with the students Individual Educational Plan (IEP)

The school administrative team

- *Reviews lesson plans

- *Analyzes data

- *Performs Routine Classroom Walkthroughs

- *Provides Data Chats to teachers

- *Provides Data Chats to parents

- *Provides formal observations (2 for new teachers, 1 for veteran teachers)

- *Provide teachers with professional learning opportunities especially in regards to standards and curriculum

- *Ensure teachers are providing students with formative/summative assessments from our state approved curriculum

- *Identify root problems and how they can be strategically improved

- *Identifying students in need of remediation through School Based

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	68%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	Yes
RAISE School	No
ESSA Identification	

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	19	17	20	9	11	18	21	22	7	144	
One or more suspensions	0	0	1	1	1	2	2	5	2	14	
Course failure in English Language Arts (ELA)	0	0	0	0	0	10	7	3	0	20	
Course failure in Math	0	0	0	0	0	10	10	4	0	24	
Level 1 on statewide ELA assessment	0	0	0	3	5	6	8	11	12	45	
Level 1 on statewide Math assessment	0	0	0	3	12	11	16	13	12	67	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	11	11	10	17	10	61	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	2	3	7	9	19	17	12	69	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	1	1	2	6	3	1	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more school days	19	17	20	9	11	18	21	22	7	144	
One or more suspensions	0	0	1	1	1	2	2	5	2	14	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	10	7	3	20	
Course failure in Math	0	0	0	0	0	0	10	10	4	24	
Level 1 on statewide FSA ELA assessment	0	0	0	3	5	6	8	11	12	45	
Level 1 on statewide FSA Math assessment	0	0	0	3	12	11	16	13	12	67	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	3	5	6	8	11	12	45	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	2	3	7	9	19	17	12	69	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	20	1	1	1	2	6	3	1	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		49	53	60	52	55	67		
ELA Learning Gains				53			71		
ELA Lowest 25th Percentile				52			73		
Math Achievement*		51	55	45	45	42	28		
Math Learning Gains				58			15		
Math Lowest 25th Percentile				70			8		
Science Achievement*		46	52	23	48	54	15		
Social Studies Achievement*		63	68	60	57	59	55		
Middle School Acceleration		68	70		51	51			
Graduation Rate		73	74		38	50			
College and Career Acceleration		39	53		62	70			
ELP Progress		53	55	20	64	70			

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	9
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	57			
AMI				
ASN				
BLK	40	Yes	1	
HSP	62			
MUL				
PAC				
WHT	43			
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	60	53	52	45	58	70	23	60				20
SWD	42	35		32	53							
ELL	53	60		63	87							20
AMI												
ASN												
BLK	55	59		28	57		0					
HSP	71	58	70	52	68	71	20	83				
MUL												
PAC												
WHT	48	38	33	44	43		40	53				
FRL	59	53	50	43	59	76	24	56				

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	67	71	73	28	15	8	15	55				
SWD	38			13								
ELL	50			17								
AMI												
ASN												
BLK	48	42		10	15							
HSP	66	83		19	13							
MUL												
PAC												
WHT	78	73		46	13							
FRL	62	68		29	19		11					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	56%	7%	54%	9%
07	2023 - Spring	46%	48%	-2%	47%	-1%
08	2023 - Spring	62%	47%	15%	47%	15%
04	2023 - Spring	60%	58%	2%	58%	2%
06	2023 - Spring	65%	45%	20%	47%	18%
03	2023 - Spring	67%	48%	19%	50%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	59%	54%	5%	54%	5%
07	2023 - Spring	59%	36%	23%	48%	11%
03	2023 - Spring	81%	57%	24%	59%	22%
04	2023 - Spring	63%	52%	11%	61%	2%
08	2023 - Spring	65%	65%	0%	55%	10%
05	2023 - Spring	38%	56%	-18%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	77%	46%	31%	44%	33%
05	2023 - Spring	75%	51%	24%	51%	24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	50%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	65%	1%	66%	0%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When analyzing the data for 2022-2023 FAST there were many factors which took place throughout the school year which impacted not only the students but the entire school environment. At the beginning of the 2022-2023 school year we had three vacancies in grade 3, 5, and 4. We had a significant number of teachers falling ill and out for a period of 2-5 days. It was not until almost January that we did not have a full staff with all teachers in the classroom. We also needed to move teachers from one grade level to another based on the 2021-2022 scores which meant teachers were very new to the grade level and the standards which needed to be taught. Most of the teachers were not experienced teachers.

Student attendance and retention is also a factor we tackled the 2022-2023 school year. As a young school we have many families which are transient due to many factors outside of the school's control.

PM 1 All Student ELA 9/30/2022 PM 2 All Students ELA 1/27/2023 PM 3 All Students ELA 5/24/23
 47% Level 1 (132 students) 39% Level 1 (112 students) 21% Level 1 (62 students)
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PM 1 All Student Math 9/30/2022 PM 2 All Students Math 1/27/2023 PM 3 All Students Math 5/24/23
 72% Level 1 (204 students) 55% Level 1 (157 students) 20% Level 1 (57 students)
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 0% Level 5 (0 students) 0% Level 5 (0 students) 8% Level 5 (24 students)

Looking at the FAST Assessment for PM1, PM2, and PM3 there is an immediate need for supplemental and intensive interventions in Math and in Language Arts however the math was significantly below par across the board in all grade levels. As a school we were just learning the new state adopted math curriculum, our teachers did not have sufficient training on the new BEST Standards, most of the staff was new to teaching or had less than 5 years of experience, and we had new students enrolling throughout the school year.

The weakest area was certainly math however with data chats, data driven tutoring, and constant data chats with teachers and parents truly helped the school improve data from PM1 to PM3. However when

looking at individual grades a greater focus needs to be placed on middle high math for the 2023-2024 school year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The most significant decrease from 2021-2022 to 2022-2023 came from 3rd and 4th Grade ELA and 3rd Grade Math. This factor is attributed to the fact that the 2022-2023 school year was the first time the students took a state assessment online. The sharp decline also comes from the fact that the state adopted new BEST standards which many teachers felt they did not have ample time to properly be trained on the transition of standards as most of the trainings for the new standards took place in the summer. We also had a teacher that had a very difficult school year due to personal reasons.

FSA ELA 2022 FAST ELA 2023 FSA Math 2022 FAST Math 2023 NGSSS 2022 NGSSS 2023
 GR 3 74% GR 3 67% GR3 70% GR3 67% GR5 22% GR5 75%
 GR4 69% GR4 60% GR4 36% GR4 60% GR8 27% GR8 77%
 GR5 69% GR5 63% GR5 29% GR5 63%
 GR6 53% GR6 65% GR6 41% GR6 65%
 GR7 46% GR7 46% GR7 46% GR7 46%
 GR8 23% GR8 62% GR8 27% GR8 62%

The decline in ELA grade 3 of 7 points from 2021-2022 to 2022-2023 school year is attributed to having a new teacher in the grade level. The next grade level which was affected by a drop was the 4th grade ELA which we had three teachers in the grade level before we were also able to find the right teacher. Science in the 2022 school year severely affected the school grade due to the terrible low performance in the 2022 school year. The teacher said that she was very surprised over the scores but could offer no explanation of why the students did not understand the test format or why the scores were not reflective of the grades the students received.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The first component which demonstrated the greatest gaps from the state were 8th grade ELA in 2022 and Math in 2022. For grades 4, 5, 6, 7, and 8 math proficiency was extremely low. There were a combination of factors for these components being low. It was the first year past the Covid pandemic, teachers were new to the grade level, new BEST standards were out but many teachers were not provided with ample trainings and we had over 150 new students enroll to the school that were simply not used to the culture of a new school and the acclimation it takes students and teachers to feel comfortable with each other.

The second component was the Next Generation Sunshine State Standards Science assessment in 2022 for both 5th and 8th grade. The science scores were extremely below the district and the state. The teacher claimed that the students were just not grasping the concepts as she had a difficult group and their scores were also below the district and the state in 2021-2022 school year. Though the teacher was provided with support and provided resources she claims she did not understand the discrepancy with the scores. For the 2022-2023 school

FSA ELA 2022 FAST ELA 2023 FSA Math 2022 FAST Math 2023 NGSSS 2022 NGSSS 2023
 GR 3 74% GR 3 67% GR3 70% GR3 67% GR5 22% GR5 75%
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GR7 46% GR7 46% GR7 46% GR7 46%
 GR8 23% GR8 62% GR8 27% GR8 62%

Which data component showed the most improvement? What new actions did your school take in this area?

For the 2021-2022 school year we faced many challenges as did many schools throughout the district, state and country. However the areas that showed the most improvement were math and science for the 2022-2023 school year. We first trained our teachers in summer on the math standards. In the summer we created focus calendars, we ordered new tutoring materials which were reviewed and approved by the teachers. As a school interventions started in October. Tutoring started in October. Pull out for the lowest 45% took place daily during a special area class with the permission of parents. We shared our data with our parents and asked them for assistance in helping their children by bringing them to tutoring and allowing us to provide extra support throughout the day. Providing teachers a monthly pacing guide and focus calendar was essential to our success in raising math scores. In science we purchased Generation Genius and ensured every Friday was designated a lab day as every study in the world points to students being successful by hands on activities where they can learn through observation and implementation. This was the key to our success in science.

FSA ELA 2022 FAST ELA 2023 FSA Math 2022 FAST Math 2023 NGSSS 2022 NGSSS 2023
 GR 3 74% GR 3 67% GR3 70% GR3 67% GR5 22% GR5 75%
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 GR7 46% GR7 46% GR7 46% GR7 46%
 GR8 23% GR8 62% GR8 27% GR8 62%

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The first area of concern is certainly the number of students that are not reading at grade level based on the state assessments. It is unacceptable to have 45 students in the school scoring at a Level 1. We as a school need to work harder at identifying these students in primary grades and ensure that they we are meeting with parents and providing the proper supplemental and intensive support reading systems immediately. The school has to work harder at informing parents on reading resources they can use with their child at home. The school also needs to determine if the current reading curriculum though state adopted and approved is truly the best curriculum to meet the needs of struggling readers. Are instructional coaches being efficient in modeling for teachers? Are teachers being provided with the proper professional development?

The second area of concern is the number of students in math that are below level based on the state assessments. Per our school data for the 2021-2022 school year 67 students were a Level 1 on state assessments. This is extremely concerning because math scaffolds. It does not spiral meaning if students do not obtain the necessary math remediation they will continue to have cracks in their math foundational skills making learning more complicated concepts even harder to master. For the 2022-2023 school year we only had 57 students at Level 1 however that number is still unacceptable as the school needs to work harder at identifying where math foundational skills are missing. There seems to be a greater emphasis on reading as it is across all curricular areas however the push for the school is to focus on both with the same rigor and relevance as the other. We will continue to regularly monitor our testing grades but we will also ensure we are working with our primary teacher (K-2) to ensure our students are not falling through the cracks.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Math interventions to take place starting the first week of October. We want to ensure we are filling our foundational gaps before PM2. We want to ensure our teachers have the support and professional development opportunities they need to feel empowered in the school.

The second priority is science across the board from kindergarten to 8th grade. We have designated Friday's our STEM days to ensure students are learning about science through hands on projects and not just reading their state adopted material. Through hands on learning the expectation is that when students enter into the 5th grade they are more than ready to take their state assessment with confidence and mastery of the state standards.

The third priority is reading across all curriculum areas. It is important to note that if we do not understand early warning systems of our K-2 students we will face even greater challenges when students are in third grade and are now held accountable to pass the district assessment. The school has the reading coaches modeling, providing focus calendars, working with small groups, and helping teachers identify signs of students struggling with reading concepts very early in the school year. The focus for those students in grades 3-8 is truly intensive and supplemental intervention. We have made a priority to truly analyze our student data to understand how to truly make an impact on their ability to grasp reading concepts especially since they spiral throughout the year.

The fourth priority for the school is attendance. We have many students that are out for days at a time and when they come back they are lost and it is almost impossible for the teacher to catch them up. Through TITLE I we are working with our parents by providing resources they can use throughout the year. These resources would be free to parents and easily accessible even with a phone. We want to ensure our parents understand the important role they play in ensuring their child is in school and actively learning.

The fifth priority which really aligns with all is staff morale and retainment of our teachers. When teachers leave the school it leaves a hole in your school community. While it is understood that teachers will leave for many reasons it is critical to provide them with a work environment that is supportive, nurturing, and inclusive of providing them with opportunities for growth and creativity. Many teachers leave the field for countless reasons however our priority is to ensure our teachers are provided with the support and respect they deserve from all stakeholders.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on early systems for the 2022-2023 school year one of the most important areas we would like to focus on would be attendance. There also needs to be close monitoring of the subgroups BLK and SWD which both indicate that only 41% are making appropriate academic progress.

In order to ensure we are measuring the outcomes of our subgroups BLK and SWD we will use I-Ready (Math & Reading) and FAST PM assessments to see how our two most fragile subgroups are performing. Using the two data points of I-Ready and FAST Assessment we will conduct data chats with teachers and parents. The students within these subgroups will also be pulled out by our TIER III (Intensive) interventionist to work on strategies and skills the selected students in our subgroup have not met mastery on.

Measurable Outcome:

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

If FY23 students absent 10% or more days were in Kindergarten 19, 1st grade 17, 2nd grade 20, 3rd grade 9, 4th grade 11, 5th grade 18, 6th grade 21, 7th grad 22 and 8th grade 7 for a total of 144 students.

By May of 2024, our goal is to decrease the number of students absent 10% ore more days by 5% to a total of 136 students.

Monitoring:

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

In regards to attendance we have created a reward system for students that are present an entire month. The front office staff pulls a report at the beginning of each month and all students with zero absences are rewarded with either a no uniform pass or with a no homework pass for a week. Teachers have also implemented reward systems in their classroom and have included the importance of attendance in their weekly letter.

- *Classroom observations
- *Scheduled pulling TIER III (Intensive intervention)
- *Data Chats with teachers, parents, and students
- *Monthly attendance reporting and reporting

Person responsible for monitoring outcome:

Shauna Ghorbani (shauna.ghorbani@pbcharterschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence Based Interventions:

- *School Wide Attendance Plan
- *Character Development (Stanford Harmony)
- * Achieve 3000
- *Easy CBM
- *Parent Involvement
- *Required instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- *Incorporating small group learning environments for subgroup student BLK and SWD in the general education environment.
- *Begin pull out for subgroups after data chats have taken place with teachers, parents, and students (TIER III Intensive Intervention)
- *Have coaches model small group differentiated instructions for all teachers to ensure they are providing rigorous instruction to the students within our lowest performing subgroups.
- *Front office to parents when students are absent
- *Have reward system in place for students with good attendance
- *Ensure interventionist are properly trained to provide TIER III Interventions

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students will be assessed using our state adopted curriculum for all core areas weekly. Teachers will utilize differentiated instruction strategies and small group instruction in all ELA and Math Courses.

Teachers will analyze student data to determine strengths and weaknesses in content area.

Teachers will create all small group rotational cycles to ensure all students supported at their abilities especially the two subgroups BLK and SWD.

ESE teachers will be informed of the progress of SWD via the ELA and Math.

Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Attendance will be monitored monthly. A reward system is in place for individual students, for the class with the best attendance, and for the grade level.

Calls will be made to parents to keep attendance daily.

Person Responsible: Jacqueline Garcia (jacqueline.garcia@pbcharterschools.org)

By When: The actions steps have already been put in place since the beginning of the 2023-2024 school year however they will be revisited every FAST and Iready assessment period.

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022-2023 data from the FAST assessment there are several areas where instructional coaching and professional learning environments for teachers and parents would benefit from filling foundational areas where the school fell deficient:

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The instructional coaches would work with ELA/Math/Science teachers to teach State Standards, Instructional Groups, Differentiated Instruction and ensuring interventionist are properly trained to provide TIER III (intensive intervention).

Measurable Outcome:

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

By February 2024, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5% bringing us to 65%. We will increase the low 25% learning gains by 5%, an increase to 44%.

By May 2024, Somel will attempt to make up the decline of seven points in ELA overall learning gains and the

nine-point decline in the ELA low 25% learning gains.

SWDs 10%, White 26% (8% increase in our ELA Learning Gains. This would be an increase from 48% to 56%. Our

ELA Lowest 25 learning gains would increase 8% from 35% to 43).

We will increase the percentage of students making learning gains in Math by 5% in SY21, in ELA an increase of 5% for all subgroups.

Teacher Practice Outcomes:

By February of 2024, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by

ensuring specific focus on the “you do” of the model, to ensure students can independently work on tasks to

demonstrate understanding of the standard.

By May 2024, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring

specific focus on the “you do” of the

Monitoring:

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

- *Classroom observations
- Coaching logs
- *Scheduled pulling TIER III (Intensive intervention)
- *Data Chats with teachers, parents, and students

Person responsible for monitoring outcome:

Monica Bejarano (monica.bejarano@pbcharterschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence Based Interventions:

- *School Wide Student Pupil Progression Plan
- *State Adopted Curriculum
- * Achieve 3000
- *Easy CBM
- *Parent Involvement
- *Required instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- *Incorporating small group learning environments for subgroup student BLK and SWD in the general education environment.
- *Begin pull out for subgroups after data chats have taken place with teachers, parents, and students (TIER III Intensive Intervention)
- *Have coaches model small group differentiated instructions for all teachers to ensure they are providing rigorous instruction to the students within our lowest performing subgroups.
- *Front office to parents when students are absent
- *Have reward system in place for students with good attendance
- *Ensure interventionist are properly trained to provide TIER III Interventions

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Instructional Coaches will ensure the following are taking place with fidelity:

Coaches are visiting with teachers daily and providing coaching modeling.

Coaches will ensure students are assessed using our state adopted curriculum for all core areas weekly. Teachers will utilize differentiated instruction strategies and small group instruction in all ELA and Math Courses.

Instructional coaches will ensure teachers analyze student data to determine strengths and weaknesses in content area.

Instructional coaches will ensure teachers create all small group rotational cycles to ensure all students supported at their abilities especially the two subgroups BLK and SWD.

Instructional coaches will ensure the ESE teachers are informed of the progress of SWD via the ELA and

Math.

The instructional coach will ensure teachers create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Michelle Borrero (michelle.borrero@pbcharterschools.org)

By When: The action steps have already been put in place since the beginning of the 2023-2024 school year however they will be revisited every FAST and Iready assessment period.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

SDPBC requires schools to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Since our schools were identified as Additional Targeted Support & Improvement (ATSI), we are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP and other grant-funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Board and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
6. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.