

The School District of Palm Beach County

# Somerset Academy Lakes School



2023-24

Schoolwide Improvement Plan (SIP)

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# Somerset Academy Lakes

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## School Board Approval

This plan was approved by the Palm Beach County School Board on 9/12/2023.

## 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.**

Somerset Academy Lakes strives to provide a safe and engaging learning environment for all students. We challenge students to be citizens of the world through the practice of the three R's- Respectful, Responsible, and Ready to Learn. We set high expectations for all students and believe that all students should have equal opportunity to succeed.

#### **Provide the school's vision statement.**

The vision of Somerset Lakes is to create a community of successful, lifelong learners. This includes promoting a culture that maximizes student achievement and fosters the development of responsible, self-directed learners in a safe and enriching environment. Students will be prepared to apply their knowledge in order to contribute to our competitive global society.

### 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
Duvo, Clint	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide 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 and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Calvacca, Angela	Assistant Principal	<p>As assistant Principal, Ms. Calvacca supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Cordero, Arayanis	Instructional Coach	<p>The Literacy Coach assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards-based planning and follow the FCIM coaching cycle.</p>
Salinger, Deborah	Other	<p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates</p>

Name	Position Title	Job Duties and Responsibilities
		<p>with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>

**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.

1. Identify Key Stakeholders: Begin by identifying the key stakeholders who should be involved in the SIP development process. These stakeholders may include the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools), families, and business or community leaders.
2. Conduct Initial Meetings and Surveys: Organize initial meetings or surveys to engage stakeholders and gather their input on the current state of the school, its strengths, weaknesses, opportunities, and threats. These sessions can be conducted in person, virtually, or a combination of both to accommodate different stakeholders' preferences.
3. Stakeholder Committees or Focus Groups: Form committees or focus groups representing different stakeholder groups, if necessary. These groups can work on specific aspects of the SIP, such as curriculum improvement, parent involvement, community engagement, or student support.
4. Share Data and Information: Provide stakeholders with relevant data and information about the school's performance, student outcomes, and other factors affecting the learning environment. This data can serve as a basis for their input and decision-making.
5. Brainstorming and Idea Generation: Facilitate brainstorming sessions where stakeholders can freely share their ideas and suggestions. Encourage open discussions to ensure all perspectives are heard and considered.
6. Prioritize Goals and Objectives: After gathering input from stakeholders, work together to prioritize the most critical goals and objectives for the SIP. This process may involve consensus-building or voting to determine which strategies are most important.
7. Develop Action Plans: Collaboratively develop action plans for each identified goal and objective. The action plans should outline specific steps, timelines, responsible parties, and resources needed to achieve the desired outcomes.
8. Review and Refine Draft SIP: Once the action plans are drafted, share the SIP document with stakeholders for review and feedback. Ensure there is ample time for stakeholders to provide input and suggest revisions.
9. Finalize the SIP: Take the stakeholders' feedback into account and make necessary revisions to the SIP. Once everyone is satisfied with the final document, it can be officially approved and adopted.
10. Implement the SIP: As the SIP is implemented, continue to engage stakeholders in the process. Regularly update them on progress and seek feedback to address any challenges that may arise during implementation.
11. Monitoring and Evaluation: Establish a system for monitoring and evaluating the effectiveness of the SIP. Engage stakeholders in the evaluation process to assess whether the intended outcomes are



being achieved and to identify areas for improvement.

12. Celebrate Achievements: Celebrate the successes and achievements resulting from the SIP implementation. Recognize the contributions of all stakeholders in the improvement process.

### **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))

1. Data Collection and Analysis: The first step in monitoring the SIP's effectiveness is to collect relevant data on student achievement. This data should be disaggregated to identify specific subgroups of students, including those with the greatest achievement gap (e.g., students from low-income families, English language learners, students with disabilities). Data can include standardized test scores, formative and summative assessments, attendance records, and behavior indicators.
2. Establishing Key Performance Indicators (KPIs): Based on the data collected, the school and its leadership team should identify key performance indicators that align with the State's academic standards and the objectives of the SIP. These KPIs will serve as benchmarks to measure progress and success.
3. Regular Progress Monitoring: The school should establish a regular schedule for monitoring progress toward achieving the established KPIs. This can be done through data review meetings, conducted monthly or quarterly, where stakeholders analyze the data and assess the effectiveness of the SIP's strategies and interventions.
4. Identifying Effective Strategies: During the progress monitoring meetings, the school should identify which strategies and interventions from the SIP are producing positive outcomes and helping students meet academic standards. These effective strategies should be highlighted and shared with the entire staff for broader implementation.
5. Addressing Challenges and Barriers: In the monitoring process, the school should also identify any challenges and barriers that are impeding the success of the SIP. This could include resource constraints, staff capacity issues, or external factors affecting students' learning. Strategies to overcome these challenges should be developed and integrated into the SIP.
6. Engaging Stakeholders: Regular communication and collaboration with teachers, parents, students, and the broader community are essential. Stakeholders' feedback and perspectives can provide valuable insights into the effectiveness of the SIP and help identify areas for improvement.
7. Professional Development: Continuous improvement requires ongoing professional development for teachers and staff. Based on the data analysis and identified challenges, targeted training sessions should be provided to equip educators with the necessary skills and knowledge to address the needs of all students effectively.
8. Revising the SIP: As part of the continuous improvement process, the school should revise the SIP periodically. This revision should be data-driven, focusing on the strategies that have proven to be successful and addressing the areas where improvement is needed. The revised plan should set new targets and incorporate innovative approaches to tackle persistent achievement gaps.
9. Monitoring Implementation Fidelity: Along with monitoring progress toward achieving the goals, it is equally important to monitor the fidelity of implementation of the SIP's strategies. Ensuring that the interventions are being implemented as planned is essential for their effectiveness.
10. Celebrating Successes: Recognizing and celebrating achievements, no matter how small, can boost morale and motivation among staff, students, and parents. Acknowledging successes can also reinforce the importance of the SIP and its impact on student achievement.

### **Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	86%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	Yes
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: D
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	12	3	2	2	3	3	0	0	0	25
One or more suspensions	1	0	0	1	1	0	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	21	20	19	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	13	36	20	0	0	0	69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	40	35	0	0	0	75

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	1	0	8	17	13	0	0	0	39

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	1	2	1	5	0	0	0	0	0	9
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	30	14	22	25	11	14	0	0	0	116
One or more suspensions	1	0	1	1	1	0	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	21	18	18	0	0	0	57
Level 1 on statewide FSA Math assessment	0	0	0	13	35	20	0	0	0	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	40	35	38	0	0	0	113

**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	1	1	8	5	9	8	0	0	0	32

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	2	3	1	0	0	0	0	12
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*	33	53	53	48	59	56	55		
ELA Learning Gains				59			39		
ELA Lowest 25th Percentile				47			42		
Math Achievement*	37	57	59	43	53	50	52		
Math Learning Gains				63			23		
Math Lowest 25th Percentile				78			36		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	25	54	54	21	59	59	24		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	62	56	59	62			52		

\* 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)	ATSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	18	Yes	2	1
ELL	34	Yes	1	
AMI				
ASN				
BLK	20	Yes	4	1
HSP	39	Yes	1	
MUL				
PAC				
WHT	45			
FRL	37	Yes	1	

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	38	Yes	1	
ELL	47			
AMI				
ASN				
BLK	38	Yes	3	
HSP	52			
MUL				
PAC				
WHT	58			
FRL	51			

**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	33			37			25					62
SWD	14			23			18				3	
ELL	27			37			22				5	62
AMI												
ASN												
BLK	23			27			9				3	
HSP	33			40			26				5	61
MUL												
PAC												
WHT	40			25							3	70
FRL	30			36			24				5	61

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	48	59	47	43	63	78	21					62
SWD	17	35	33	29	76							
ELL	37	57	29	40	60	75	12					62
AMI												
ASN												
BLK	34	58		37	54		9					
HSP	48	58	42	42	64	75	21					62
MUL												
PAC												
WHT	48	67		50	67							
FRL	47	57	46	41	62	78	20					58

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	55	39	42	52	23	36	24					52
SWD	28			33								
ELL	55	30		51	27		21					52

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
AMI												
ASN												
BLK	44			48								
HSP	56	42		53	27		27					53
MUL												
PAC												
WHT	50			50								
FRL	55	39	50	51	23		25					53

**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	40%	56%	-16%	54%	-14%
04	2023 - Spring	35%	58%	-23%	58%	-23%
03	2023 - Spring	35%	48%	-13%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	57%	-7%	59%	-9%
04	2023 - Spring	18%	52%	-34%	61%	-43%
05	2023 - Spring	50%	56%	-6%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	51%	-25%	51%	-25%



### 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.**

According to the FY23 FAST data, overall ELA proficiency showed the lowest performance with 38% of students scoring at or above grade level with a level. The SWD subgroup had an overall proficiency level of 13%, our Black subgroup had an overall proficiency level of 27%. Our 5th grade Science proficiency was also only at 26%.

While these scores show an increase from PM1 to PM3 in all categories, in comparison to FY22 data, they show a decrease. At PM1, overall ELA proficiency was at 14%, SWD was at 12%, and 10% for Black students. Our overall Math scores also increased from PM1 at 4% to PM3 at 40%. Data from FY22 shows an overall ELA at 48%, SWD at 17%, and Black students at 34% proficiency.

We attribute these declines to several factors. Teacher ineffectiveness and retention, a new ESE team, lack of prerequisite skills, an increase in the number of SWD and ELL students, and a new assessment platform (paper-based vs computer-based) all caused a negative impact on our achievement scores. Unfortunately, we had vacancies and this affected us. We need to implement a stronger coaching and mentoring program to help develop and support new and struggling teachers. Our goal is to work closely with our ESE department to further ensure our teachers are receiving all the support they need to ensure student growth and achievement. Lastly, we will ensure Professional Learning Communities are focused and aligned on the review of data and best practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLC's we can ensure that all students receive rigorous instruction and small group support to meet their needs. We will also implement a greater focus on addressing much needed prerequisite skills in order for students to achieve higher proficiency.

Our data trends show additional support is needed in all content areas. Math, ELA, reading, and science classrooms will focus on remediation of standards, foundational skills, and scaffolding instruction using research-based strategies. We will specifically focus on our ESSA identified subgroups- SWD, ELL and Black students- who will continue to receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring.

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

Our greatest area of decline from FY22 to FY23 was in overall ELA proficiency, which dropped 10%. We also had a drop of 10% for Black students subgroup in Math proficiency.

We attribute these declines to several factors. Teacher capacity and retention, a new ESE team, lack of prerequisite skills, an increase in the number of SWD and ELL students, and a new assessment platform (paper-based vs computer-based) all caused a negative impact on our achievement scores. Even though we conducted data chats with teachers and students, we need to address their specific needs sooner than we did. Instead of waiting until January to begin closing gaps, we need to start right after returning to school. In addition, we need to increase teacher capacity. In previous years, we provided more strategy-specific professional development and grade level meetings. This past year we did not set time for that with fidelity. Teachers also need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

**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.**

In comparison to state achievement levels, our largest gap was in 4th grade Math proficiency. There was a difference of 43% in this category. We also had large deficiency in Science, which showed a gap of 25% and 4th grade ELA with a gap of 23%.

Contributing factors were teacher capacity in 4th grade. With one new teacher and one who lacked awareness of student learning, it created a large gap in achievement. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also data shows they were unclear on the use of best practices and the proper accommodations for the subgroups.

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

In comparing data from FY22 to FY23, the area with the most improvement was 5th grade Science. This category showed an increase of 5%. In comparing data from PM1 to PM3, our overall Math proficiency increase from 4% to 40% (gain of 36 points) and our overall ELA proficiency increased from 14% to 38% (gain of 24 points). We also saw a large increase with our Black students subgroup who moved from 10% up to 27%.

In order to increase ELA proficiency, students had access to grade-level or above grade level texts. We provided opportunities to collaborate with students about the text and receive tasks that are aligned. Teachers follow up by providing students with specific feedback to address their thinking and learning needs. We also addressed prerequisite skills through spiral review and interventions.

To increase Math proficiency, students had opportunities to learn mathematics by building, drawing, writing, talking, and thinking mathematically. Teachers received PD opportunities to learn best practices of teaching mathematics conceptually. Spiral review, interventions, and test prep were also provided throughout the day.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

- High number of students with Reading Deficiency
- Level 1 State Assessments ELA & Math

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

1. Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.
2. Address prerequisite skills needed for Reading and Math proficiency. We will incorporate a new program for phonics that focuses on Science of Reading. This will be implemented in grades K-3 to increase Reading proficiency, especially moving forward in upper grades.
3. Continue interventions model in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups. Continue push in model for ELA and Math block for SWDs and ELLs
4. ELA Achievement- Ensuring learning gains & progress for ESSA sub groups: we will analyze student

data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

5. Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. With a focus on:

- Working together to develop trust, build common understanding and language, to support an appropriate level of transparency
- Learning from one another and giving constructive feedback through a safe protocol that can move the work forward

### **Area of Focus**

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

## #1. Instructional Practice specifically relating to Benchmark-aligned Instruction

### 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.

According to the FY23 FAST data, overall ELA proficiency showed the lowest performance with 38% of students scoring at or above grade level with a level. The SWD subgroup had an overall proficiency level of 13%, our Black subgroup had an overall proficiency level of 27%. Our 5th grade Science proficiency was also only at 26%.

While these scores show an increase from PM1 to PM3 in all categories, in comparison to FY22 data, they show a decrease. At PM1, overall ELA proficiency was at 14%, SWD was at 12%, and 10% for Black students. Our overall Math scores also increased from PM1 at 4% to PM3 at 40%. Data from FY22 shows an overall ELA at 48%, SWD at 17%, and Black students at 34% proficiency.

Overall proficiency for ELA and Math was an area in need of improvement. This includes SWD and Black student subgroups.

If we focus on standards-based instruction to increase learning gains and proficiency in ELA and Math, then we will increase student achievement within our subgroups. Our first instructional priority is to deliver, content, concept, or skill-based instruction that is aligned to the benchmark and intended learning.

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to give

all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. Ensuring teachers receive adequate training and support towards great instruction will lead to positive learning gains & improvements school-wide.

### Measurable Outcome:

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

By May 2024, Somerset Academy Lakes will attempt to increase overall proficiency in ELA and Math in SWD and Black student subgroups by 5%.

### 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 model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

### Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At Somerset Academy Lakes we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team, including Assistant Principal and Instructional Coach.

**Person responsible for monitoring outcome:**

Angela Calvacca (acalvacca@somersetacademylakes.com)

**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.)

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including IReady and Progress Learning. Language Arts teachers will use IReady, Progress Learning, Wonders Reading program, UFLI phonics program, and writing strategies to enhance students' ability to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing iReady and Progress Learning data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Students who participate in the FAST tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Both iReady and Progress Learning have aided in significantly increasing student achievement when the programs used with fidelity. iReady, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

**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.

Incorporate Small group instruction:

1. Students will be assessed using Progress Learning in both Math and ELA. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
2. Teachers will analyze student data to determine strengths and weaknesses in content area.
3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities.
4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching

methodologies to support all learners.

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

**Person Responsible:** Arayanis Cordero (acordero@somersetacademylakes.com)

**By When:** Small group instruction will begin within the first two weeks of school. Teachers will review data from Fy23 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

Adaptive Technology (iReady, Penda, and Progress Learning):

1. Provide teachers with professional development to ensure appropriate use of adaptive technology.
2. Teachers will ensure all students have access to technology.
3. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid and flexible and will be updated based on data and student needs.

**Person Responsible:** Arayanis Cordero (acordero@somersetacademylakes.com)

**By When:** Access to iReady will be provided by the end of August FY24. All teachers will receive ongoing professional development for iReady use. Progress Learning will be utilized beginning in October FY24. Penda Science will be provided starting in November. Program usage and achievement will be monitored biweekly and adjusted as needed.

**#2. 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.

CHAMPS & SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.

**Measurable Outcome:**

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

With implementation of Live School staff will be able to track student academic engagement and track social/behavioral trends for individual students to determine if EWS of academic and social/behavioral barriers are present.

**Monitoring:**

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

Bi-weekly reports will be pulled to allow students to cash in their earned points for a positive reward and to look for negative trends to provide teacher support or tier 2/tier 3 intervention for targeted students.

**Person responsible for monitoring outcome:**

Stephanie Munro (smunro@somersetacademylakes.com)

**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.)

CHAMPS - All teachers want their students to be orderly, responsive, engaged, and motivated. According to the most current research on teacher effectiveness, putting a successful behavior management system in place is a sure way of achieving these goals. We will use the CHAMPs trainings to achieve this and that all teachers within each school are trained on this classroom management approach.

SWPBS program using LiveSchool - LiveSchool is designed to provide schools with a real-time platform to track student behavior, share information between teachers, communicate regularly with parents, and manage a school-wide token economy in alignment with a Positive Behavior Intervention & Supports (PBIS) implementation.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations

SWPBS - LiveSchool: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.

**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.



All staff will be provided with access to Liveschool to implement SWPBS throughout the school day. Students will receive points for exhibiting good behaviors. Staff will be trained on the use of the platform and how/when to award points. This will increase overall positive schoolwide interactions (safety, climate, and increase instructional time) and decrease levels of disruption, referrals, and suspensions.

**Person Responsible:** Stephanie Munro (smunro@somersetacademylakes.com)

**By When:** By the end of the second week of school, all staff will be trained, students will have had the Liveschool presentation, and full implementation will be in effect.

### 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).

Schools identified as Additional Targeted Support & Improvement (ATSI) are required to complete a School-wide Improvement Plan (SIP) and complete the SIP in Continuous Improvement Management System (CIMS) portal. Additional Targeted Support & Improvement (ATSI) 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, the Charter Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the school ensures that the SIP, the School-wide Title I Plan, and other grant funded plans or allocations are in alignment with the School's 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 Advisory Council (SAC), the Charter Office team, 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. Instructional Coach will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between contract services and school leadership team to determine individual school needs and provide additional training and support.
7. 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.

8. 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.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

NA

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

NA

### Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

NA

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

NA

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

NA

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

NA

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

NA