Broward County Public Schools

Somerset Academy Riverside

2019-20 School Improvement Plan

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Somerset Academy Riverside

2251 RIVERSIDE DR, Coral Springs, FL 33065

www.somersetriverside.com

Demographics

Principal: Geyler Castro

Start Date for this Principal: 7/24/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students
School Grade	2018-19: D
School Grades History	2017-18: 2016-17: 2015-16: 2014-15: F 2013-14: F
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Somerset Academy Riverside is to maximize student achievement and foster the development of responsible, self-directed life-long learners in a safe and enriching learning environment.

Provide the school's vision statement

Empowering students to explore global learning opportunities to promote and enrich their communities and the communities we serve.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team**:**

Name	Title	Job Duties and Responsibilities
Castro, Geyler	Principal	Oversee the functionalities of Somerset Academy Riverside and ensure the implementation and review of the action plans as per the School Improvement Plan.
Andreu, Sonia	Instructional Coach	Mentor classroom teachers and oversee, model and provide feedback to instructional strategies utilized in the classroom and oversee the execution of the plan of action as part of the School Improvement Plan.
Cion, Johanna	Teacher, ESE	Teach and monitor the implementation of the accommodations for students with disabilities as per their Individualized Educational Plan or their 504. Mentor teachers in the implementation of such accommodations.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	29	26	24	19	20	14	0	0	0	0	0	0	0	132
Attendance below 90 percent	2	2	2	3	3	0	0	0	0	0	0	0	0	12
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	4	3	0	0	0	0	0	0	0	13

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	1	0	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	3	1	1	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

7

Date this data was collected or last updated

Thursday 8/22/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	59%	57%	0%	56%	56%
ELA Learning Gains	46%	60%	58%	0%	57%	55%
ELA Lowest 25th Percentile	0%	54%	53%	0%	51%	48%
Math Achievement	44%	65%	63%	0%	62%	62%
Math Learning Gains	40%	66%	62%	0%	60%	59%
Math Lowest 25th Percentile	0%	53%	51%	0%	47%	47%
Science Achievement	17%	46%	53%	0%	49%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	29 (0)	26 (0)	24 (0)	19 (0)	20 (0)	14 (0)	132 (0)
Attendance below 90 percent	2 ()	2 ()	2 ()	3 ()	3 ()	0 ()	12 (0)
One or more suspensions	2 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	6 (0)	4 (0)	3 (0)	13 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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**
03	2019	47%	60%	-13%	58%	-11%
	2018					
Cohort Comparison						
04	2019	57%	62%	-5%	58%	-1%
	2018					
Cohort Comparison		57%				
05	2019	33%	59%	-26%	56%	-23%
	2018					
Cohort Comparison		33%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	59%	65%	-6%	62%	-3%
	2018					
Cohort Comparison						
04	2019	38%	67%	-29%	64%	-26%
	2018					
Cohort Comparison		38%				
05	2019	23%	64%	-41%	60%	-37%
	2018					
Cohort Comparison		23%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	15%	49%	-34%	53%	-38%
	2018					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
ELL	40			50							
BLK	38			38							
HSP	59	50		45	38						
FRL	41	33		38	38						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	197
Total Components for the Federal Index	5
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Based on the data from the 2019 school grade calculations, it is evident that 5th grade English Language Arts, Mathematics and Science were the lowest performing

components. The school's 5th grade proficiency in English Language Arts was 33%, in Mathematics it was 23% and 17% in the area of Science. In addition, the school's overall data exhibited that there was a clear deficiency in Mathematics and in Science, as those were the lowest performing components. The overall school achievement in Mathematics was 44% and 17% for Science. Not only were these areas some of the lowest performing, but so were the Black and Economically Disadvantaged subgroups.

The achievement by the Black subgroup in English Language Arts and Mathematics was 38% in each of the 2 categories. The Economically Disadvantaged subgroup's achievement was 41% in English Language Arts and 38% in Mathematics. Since the school MSID was at a different location during the 2017-2018 school year, it is difficult to identify any type of trend from the previous year because it was the school's first year of operation at its current location. Some of the contributing factors to the low performance areas were due to the fact that this was a new school in the community with many children who previously attended private school and very little data was acquired from the those student's previous school.

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

This was the school's first year in operation at a new location serving grades K-5. During the 2017-2018 school year, the school was located at another location and served grades K-2. Due to the fact that the school does not have any data for the 2017-2018 school year, there is no evidence of which component displayed the most significant decline. Based on the 2019 school grade calculation data, it is evident that 5th grade Science was the lowest performing component. At the school only 17% of students exhibited being proficient. However, when comparing the state and district Science data for the 2018 school year and the 2019 school year, there is a decline in the overall 5th grade Science scores as well. In 2018, the district proficiency average in Science was 49% compared to 46% in 2019 school year and the state's proficiency average was 55% in 2018 versus 53% in 2019. After careful review and identification of the district and state proficiency averages in Science for 2018 and 2019, this category was the only component to display a decline from the 2018 to the 2019 school year. Therefore, it is with that evidence and the fact that Science was lowest performing component for the school, that Science is the area that would have most likely displayed the greatest decline for the school during the 2019 school year.

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

According to the data gathered from the 2019 School Grade calculations, it is evident that the lowest performing component for the school was Mathematics. The overall school achievement in Mathematics was 44% which was 19% lower than the state average. The state's average in the area of Mathematics was 63% proficiency. Two of the main contributing factors to the lack of overall Mathematics achievement for the school was in the 4th and 5th grade. The 4th grade proficiency average for the school was 38% in comparison to the state average of 64% in the 4th grade, which is a 26% gap. The 5th grade proficiency average for the school was 23% and the state average was 60% proficient, which was an even larger gap of 37%.

Some of the trends of the deficiency may be related to the instructional delivery, as these two grade levels had the same teacher for Mathematics. The fact that this was the first year of the school's operation in a new location and that students entered the school from private, public and other charter schools, it created a dynamic classroom setting

because students were at many different mathematical levels prior to entering the school. This posed a challenge for the classroom teacher’s instructional delivery and challenging to close the gaps from prior years in such a short amount of time.

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

This was the school’s first year in operation at a new location serving grades K-5. During the 2017-2018 school year, the school was located at another location and served grades K-2. Due to the fact that this was the school's first year in operation, there was no prior year data to identify the component with the most improvement. In the 2018-2019 school year the overall English Language Arts proficiency average was 50% when comparing it to that of the states average of 57% proficiency. In the 2017-2018 school year the state average was 56% and it increased to 57% in the 2018-2019 school year. It is difficult to identify the component that exhibited the most improvement for our school due to the lack of data from the previous school year, but when comparing it to the state, it would appear that English Language Arts would be the area that displayed the most improvement. Interventionists worked with students in a small group setting and targeted instruction on the gaps identified by the school's progress monitoring tool, which was iReady. The school performed growth monitoring assessments to track student achievement and focus on the specific areas in which students were identified to be below grade level. The iReady program was also utilized on a weekly basis to reinforce mastery of skills.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

It is evident that students in grades 3 and 4 had the largest number of students who exhibited Early Warning Signs. Since this was the first year of operation for Somerset Academy Riverside, students who attended the school had previously been at private, other public and charter schools, so very little data was available prior to their enrollment at the school.

According to the Early Warning System (EWS) data one of our potential areas of concern was our 13 students that scored a Level 1 in the Florida State Assessment. We will meet all of the needs of our learners by having the data team identify curriculum areas and specific concepts that they are performing below state level and examine school-based assessments and current interventions for students in these high needs categories.

Another area of concern identified in the EWS is student attendance. The school identified 12 students with attendance below 90%. During the beginning of year orientation the staff and parents will be notified of the attendance procedures and expectations. The school is offering Social Work services to address Truancy cases at our school. The administrative team together with the teachers recommendations will refer students through the Behavioral and Academic Support Information System (Basis) to the Social Worker to follow up with families if the student demonstrates a pattern of nonattendance.

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

The 5th grade Science component achieved a score of 17%, which is well below the district's 46% average and the state's 53% average. This area was the lowest performing component at Somerset Academy Riverside Charter. In order to increase student

achievement in Science and close the achievement gap from the state, the school will provide standard based professional development opportunities for the teachers. Students will be provided with student data tracking forms to continuously be engaged in their data and keep the parents informed of their progress. Students will have monthly mini-assessments administered in the Science class to provide the teacher with data that will drive the instruction in the classroom.

The second area of concern at the school was Math. The Math component achieved a 44% which indicated a need for improvement. The state's average was 63%, therefore our school needs to close a 19% gap to ensure our students are performing at or above the state level. In order to increase student achievement in Math students will be provided various opportunities to close those gaps by attending after school tutoring, completing online instruction in the iReady program, and completing monthly growth monitoring assessments to provide the teachers with the tools to implement data driven instruction in the classroom. This was the school’s first year in operation at a new location serving grades K-5. During the 2017-2018 school year, the school was located at another location and served grades K-2. Due to the fact that the school does not have any data for the 2017-2018 school year, there is no evidence of which component displayed the most significant decline in previous years.
It is our goal to narrow achievement gaps with respect to race, ethnicity and socioeconomic status and increase the achievement of students with special needs in all of the components being addressed above.

Based on our subgroup data our Black subgroup achieved a 40% in the ELA component and 50% in Math. In order to close the achievement gap between the state ELA average of 57% and our students average, the school will provide after school tutoring, Reading iReady online instruction, monthly growth monitoring assessments, and differentiated instruction in the classrooms. In order to close the achievement gaps in the Math component to address the 13% state average gap the teachers will attend professional developments focused on standards and best practices. The Curriculum Coach will also be implementing a push in/pull out program to provide intervention for the students in ELA and Math.

Based on the data provided by the ESSA Federal Index the school's Economically Disadvantaged students subgroup proficiency average was 38%. Due to the fact that it is below the 41% required minimum average this subgroup is an area of focus the school will be targeting. The students will participate in after school free tutoring sessions, push in/pull out groups, and use the iReady instructional program in both Reading and Math to increase student achievement. The Curriculum Coach will conduct data chats with the students and monitor their progress on a monthly basis.

Another area of focus at the school will be ELA. The school's ELA proficiency average was 50% and the state average was 57%, which identifies a 7% achievement gap. The fact that this was the first year of the school’s operation in a new location and that students entered the school from private, public and other charter schools, it created a dynamic classroom setting because students were at many different ELA proficiency levels prior to entering the school. Based on the assessment data collected in the 2018-2019 school year, the Curriculum Coach will be conducting biweekly data chats with the teachers to ensure the delivery of data driven instructional lessons in the ELA classrooms. Additionally, the students will be using iReady online instruction, monthly growth monitoring assessments, weekly after school tutoring sessions, and participate in push in/pull out intervention sessions.

The final area of focus that the school will be addressing is the incoming Kindergarten through Fifth grade students. The school will administer the iReady Diagnostic Assessment for all incoming Kindergarten through Fifth grade students to determine the students' needs three times per year. Using the iReady online instruction tool on a weekly basis the students will have the opportunity to close the achievement gaps identified by the Diagnostic Assessments. The teachers will use the data gathered to create small group instruction, differentiated instruction, and rigorous data driven lessons in the classroom.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science
Rationale	Based on the 2018-2019 school data, Science is an area that exhibited to be the lowest performing. Only 17% of the 5th grade students were proficient on the Science portion of the Florida Standards/FCAT assessment. The overall state proficiency average for Science was 53%, which was 36% higher than the school's average. The school had limited resources in the area of 5th grade Science in the 2018-2019 school year and the classroom teacher was unable to teach all of the standards prior to the state assessment because of the learning gaps of the students since they came from a variety of schools. Therefore, the instructional delivery of 5th grade Science will follow a pacing guide to ensure all Science concepts are taught and mastered prior to the state assessment and virtual labs will aid in the mastery of the Science concepts.
State the measureable outcome the school plans to achieve	The school will monitor the delivery of Science instruction very closely and ensure that the classroom teacher is following the pacing guide provided to them by the instructional coach. Students in 5th grade will be able to be a part of virtual lessons that will enhance their educational experience and provide a better understanding of the concepts of Science. The students will take progress monitoring assessments to identify the areas of mastery and the areas of weakness. With the given strategies and virtual program implementation the school will increase at least 20% proficiency in the area of Science as per the state assessment and progress monitoring toll by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Geyler Castro (charter5387@browardschools.com)
Evidence-based Strategy	The school will provide the classroom teacher with pacing guides to allow for better monitoring of skills taught and assessed. By utilizing the pacing guides as a resource the classroom teacher will be able to ensure that the Science skills are taught prior to the state assessment. It will also allow the teacher an opportunity to remediate and enrich when necessary. The school is also implementing a virtual lab program, Gizmos by Explore Learning. Gizmos are Science and Mathematics simulations for grades 3-12 The teacher will implement a weekly science inquiry day to produce virtual labs for students utilizing Gizmos and have more hands on learning experiences for the students to aid in their mastery of concepts. This will provide visual representations of skills taught in the daily delivery of instruction.
Rationale for Evidence-based Strategy	According to the Association for Supervision Curriculum and Development, "the use of pacing guides emphasize curriculum guidance instead of prescriptive pacing; these guides focus on central ideas and provide links to exemplary curriculum materials, lessons, and instructional strategies." Guides such as those, allow for the teachers to be able to chunk the material, put it in sensible order, identify what resources to use and determine the length of time for each standard. The pacing guides, along with Gizmos will provide a more hands-on learning approach than the one during the previous school year. The Gizmos program uses an inquiry based approach that has

	been validated by extensive research as a highly effective tool to build conceptual understanding.
Action Step	
Description	1. The first step to establishing a successful plan of action to ensure the strategies are successful is to review the Science curriculum and develop a pacing guide that reflects the most beneficial sequencing. Along with creating the pacing guide, the requesting a quote, putting together a purchased order and the actual ordering of the Gizmos program would be the steps necessary to getting this strategy implemented. 2. During pre-planning week, teachers will receive training on the pacing guides and bi-weekly team meetings will occur with our instructional coach to review, revise and identify any changes that need to be made to the pacing guides based on the data from the weekly and monthly growth monitoring assessments. In addition, once the Gizmo's program is available, the teachers will receive training in how best to implement the program and how to access the program's capabilities. 3. The classroom teacher will immediately begin utilizing the pacing guide as a tool to focus on the central ideas and plan their lessons accordingly. The Gizmos program will be utilized during the Science lessons and during the Science inquiry days to enhance the child's conceptual understanding of the skills. 4. The school will meet with the teachers on a bi-weekly basis to review, revise and analyze student data based on the progress monitoring tool. During these meetings, the instructional coach and the teacher will identify students who are displaying a lack of mastery on specific skills to determine the best way to reteach the skills and to revise, if needed, the pacing guide so that any skills that need to be retaught are revisited and progress monitored. 5. The program will be implemented for 6-9 weeks to determine its effectiveness. During that period, the instructional coach will meet with the classroom teacher on a bi-weekly basis to identify the effectiveness of the pacing guides by reviewing the assessments used for progress monitoring to identify what skills need to be remediated in a small group setting and readjust the structure of the pacing guide if necessary based on the data from the assessments. Even after the 6-9 weeks, if the program is effective, the coach and the teacher will continue their bi-weekly meetings to ensure it continues as such. However, if at any point during this time, a revision of the pacing guide needs to take place, then the coach will work on editing the guide and implementing the updated version and maintaining communication with the classroom teacher. The effectiveness of the Gizmos program, will be determined by classroom observations and teacher meetings, along with student assessments. The program should be able to produce a much better conceptual understanding for the students, however the school wants to determine the effectiveness of the classroom use and of the teacher implementing it within the daily or weekly instructional delivery.
Person Responsible	Sonia Andreu (sandreu@somersetriverside.com)

#2	
Title	Mathematics
Rationale	The school's second lowest performing area as per the state assessment was Mathematics. Based on the 2018-2019 school data, the proficiency average in the Math component was 44%. The overall state proficiency was 63%, which was 19% higher than the school's average. This area of focus was identified as a critical need due to the fact that the there was a 19% gap between the state and the school. This area of focus will impact the students learning and success throughout the year through the implementation of various curriculum and technology programs such as Go Math, iReady, and Ready workbooks in the Math classes. During the 2019-2020 school year the instructional delivery of the Math instruction will closely follow the pacing guides and Florida Math standards to ensure the students are well prepared to succeed and increase student achievement.
State the measureable outcome the school plans to achieve	The success of the students will be measured through progress monitoring tools and the May 2020 Math FSA scores. The school will increase at least 20% proficiency in Math. The school will monitor the students by using a progress monitoring assessment tool that will identify the areas of weakness. The teachers will use the data to provide small group and one-on-one instruction to ensure the students' academic weaknesses are being addressed. In the Math classes the students will use iReady instruction to close achievement gaps. The teacher will administer monthly benchmark assessments to closely monitor the students progress. The instructional coach will provide the teachers with the tools to deliver rigorous data driven instruction in the Math classes.
Person responsible for monitoring outcome	Geyler Castro (charter5387@browardschools.com)
Evidence-based Strategy	The teacher will implement the Mathematics Ready program and through teacher-led instruction, students will develop mathematical reasoning and build a strong mathematical foundation. The program’s instructional framework supports educators as they strengthen their teaching practices. The program facilitates mathematics concepts through the embedded standards. The school will also use iReady online instruction as an evidence based intervention program as a progress monitoring tool throughout the year. The school administer the Diagnostic Assessment three times per year along with monthly growth monitoring mini-assessments to track the progress of the students in the Math classes. iReady online instruction together with the Ready Math books provide the additional support necessary to increase student achievement.
Rationale for Evidence-based Strategy	Students need a more hands-on learning approach than the one during the previous school year. Gizmos uses an inquiry based approach that has been validated by extensive research as highly effective to build conceptual understanding. Mathematics Ready gives the students the chance to be challenged by engaging in rigorous lessons and yet attainable goals. The students will be tested three times per year using iReady to determine their placement in small groups, tutoring, and push in/pull out programs. iReady will also assign student centered Math lessons based on the diagnostic

	results to close the achievement gaps in the Math classes. The students, teachers, and instructional coach will have biweekly data chats to discuss the progress of each student and address any of the students needs.
Action Step	
Description	1. The first action step the school will take is purchasing iReady. The leadership team will meet to discuss the needs of the students and ensure the program purchased will support all of the needs of our learners. The iReady program will be used for weekly progress monitoring and to implement data driven instruction. 2. The next action step the school will ensure takes place will be providing the teachers professional development opportunities at different times of the year. At the beginning of the year iReady facilitators will provide an introductory workshop to give teachers a guide on how to integrate technology into instruction. During the midyear professional development the teachers will be able to access different reports in iReady that will compare the first and second diagnostic assessments. The teachers will further analyze the data with the instructional coach and conduct data chats on the student data tracking forms that will be sent home with the students. The forms will be signed by the parents and returned to the school to be kept in the students portfolio. 3.The next action step will be the implementation of the programs in the Math classes. The students will use iReady online on a weekly basis. They are responsible for completing 45 minutes per week on the Math section of iReady and passing each lesson quiz at 70% or above. The school will administer the iReady Diagnostic test three time per year. The data will determine the students lesson plan path in iReady. Each student will have their own set of lessons that are assigned based on the diagnostic assessment results. The lessons are designed to close the achievement gap from grade to grade in each Math concept. 4. Progress monitoring will take place using various tools. The instructional coach will be conduction classroom observations to ensure the teachers are using the program with fidelity. The teachers will have having monthly data chats wit the students and discussing the data tracking forms. The students will be assessed on a monthly basis using iReady's growth monitoring assessments. As the teachers gather the data they will meet with the instructional coach to determine the next course of action and discuss data driven instruction. 5. The final action step will be reviewing if we need to change the way the program is implemented. iReady online instruction is being used 45 minutes weekly. The students need to master each skill by achieving a 70 % or above on each lesson. The instructional coach will track the grade levels progress and the teachers will track each students progress. Based on the findings the leadership team will meet and determine in the implementation of the program is in fact working toward increasing student achievement. If the students are progressing the implementation of the program will remain as is. If the students are not mastering the skills necessary in the lessons and passing the lessons at 70 % or above, then then we will make the changes necessary.
Person Responsible	Sonia Andreu (sandreu@somersetriverside.com)

#3	
Title	Economically Disadvantaged
Rationale	Based on the data provided by the ESSA Federal Index the school's Economically Disadvantaged students subgroup proficiency average was 38%. Due to the fact that it is below the 41% required minimum average this subgroup is an area of focus the school will be targeting. Based on the 2018-2019 school data, the proficiency average in the ELA component was 41% and 38% in Math. The students will participate in after school free tutoring sessions, push in/pull out groups, use the Ready Florida Standards ELA and Math books, and use the iReady instructional program in both Reading and Math to increase student achievement. The Curriculum Coach will conduct data chats with the students and monitor their progress on a monthly basis.
State the measureable outcome the school plans to achieve	The success of the students will be measured through progress monitoring tools and the May 2020 FSA scores. The school will increase at least 5% proficiency in the Math and ELA FSA. The school will monitor the students by using a progress monitoring assessment tool that will identify the areas of weakness in ELA and Math. The teachers will use the data to provide small group and one-on-one instruction to ensure the students' academic weaknesses are being addressed. In the ELA and Math classes the students will use iReady instruction to close achievement gaps. The teacher will administer monthly benchmark assessments to closely monitor the students progress. The instructional coach will provide the teachers with the tools to deliver rigorous data driven instruction in all of the classes and ensure the economically disadvantaged subgroup is being tracked through the use of the data from the progress monitoring tools.
Person responsible for monitoring outcome	Geyler Castro (charter5387@browardschools.com)
Evidence-based Strategy	The teacher will implement the Mathematics and Reading iReady online instructional program. The program’s instructional framework supports educators as they strengthen their teaching practices by infusing technology in the classroom. The program facilitates mathematics and reading concepts through the embedded standards. The school will use iReady online instruction as an evidence based intervention program and as a progress monitoring tool throughout the year. The school will administer the Diagnostic Assessment three times per year along with monthly growth monitoring mini-assessments to track the progress of the students in the Math and Reading classes. During the tutoring sessions the students will use the Ready book for instruction which is standards based. During the push in/ pull out the students will sue the iReady instruction online. iReady online instruction together with the Ready Reading and Math books provide the additional support necessary to increase student achievement in the economically disadvantaged subgroup.
Rationale for Evidence-	Students need a more rigorous approach in order to increase student achievement. Reading and Mathematics Ready books gives the students the chance to be challenged by engaging in rigorous lessons yet attainable goals. The students will be tested three time per year using iReady Diagnostic tool

based Strategy	to determine their placement in small groups, tutoring, and push in/pull out programs. iReady will also assign student centered Math and ELA lessons based on the diagnostic results to close the achievement gaps in the Math and ELA classes. The students, teachers, and instructional coach will have biweekly data chats to discuss the progress of each student and address any of the students needs. During the push-in/pull-out programs the teachers will assign the students different lessons that will address each of the individual learners needs based on the data collected fro the economically disadvantaged subgroup.
Action Step	
Description	1. The first action step the school will take is purchasing iReady and Ready Florida Standards books. The leadership team will meet to discuss the needs of the students and ensure the program purchased will support all of the needs of our economically disadvantaged learners. The iReady program will be used for weekly progress monitoring and to implement data driven instruction. 2. The next action step the school will ensure takes place will be providing the teachers professional development opportunities at different times of the year. At the beginning of the year iReady facilitators will provide an introductory workshop to give teachers a guide on how to integrate technology into instruction. During the midyear professional development the teachers will be able to access different reports in iReady that will compare the first and second diagnostic assessments. The teachers will further analyze the data with the instructional coach and conduct data chats on the student data tracking forms that will be sent home with the students. The forms will be signed by the parents and returned to the school to be kept in the students portfolio. 3. The next action step will be the implementation of the programs in the Math and ELA classes. The students will use iReady online on a weekly basis. They are responsible for completing 45 minutes per week on the ELA and Math section of iReady and pass each lesson quiz at 70% or above. The school will administer the iReady Diagnostic test three time per year in Math and ELA. The data will determine the students lesson plan path in iReady. The lessons are designed to close the achievement gap from grade to grade in Math and ELA. 4. Progress monitoring will take place using various tools. The instructional coach will be conducting classroom observations to ensure the teachers are using the program with fidelity. The teachers will have having monthly data chats wit the students and discussing the data tracking forms. The students will be assessed on a monthly basis using iReady's growth monitoring assessments in Math and ELA. The data will also be used to form small groups, tutoring groups, and push-in/pull-out groups to make sure all of the students in the subgroup are receiving intervention to increase student achievement. 5. The final action step will be reviewing if we need to change the way the different programs are being implemented. The leadership team will evaluate the tutoring groups and ensure the students are demonstrating growth by administering a post-test after each quarter. The instructional coach will check on iReady online instruction to make sure it is being used 45 minutes weekly in Math and ELA. Based on the findings the leadership team will meet and determine if the implementation of the programs are in fact working toward increasing student achievement. If the students are progressing the

	implementation of the program will remain as is. If the students are not demonstrating growth then the we will meet to make changes.
Person Responsible	Sonia Andreu (sandreu@somersetriverside.com)

#4	
Title	Black Subgroup
Rationale	Based on the 2019 ESSA Data, the Black/African American subgroup displayed a 38% achievement in English Language Arts and in Mathematics, which is 3% less than the 41% minimum required as per the Federal Index. Due to the fact that this is below the threshold, the Black/African American subgroup is one that the school will be focusing on to ensure that there is at least a 5% increase in achievement during the 2019-2020 school year. The low percentage in achievement is most likely due to the learning gap from previous years. As stated before, this is the first year that the school is at its new location, so very minimal data was collected from prior years and it is evident that there was a learning gap from the Black/African American subgroup based on the ESSA data.
State the measureable outcome the school plans to achieve	The school will monitor the progress of the Black/African American subgroup very closely via the iReady diagnostic assessments and growth monitoring of students. The students will take progress monitoring assessments to identify the areas of mastery and the areas of weakness in both English Language Arts and Mathematics. At the conclusion of the diagnostic assessments, data chats will occur with the students and identification of students who need further remediation will take place. At that time, the school will also provide free tutoring sessions to students who are not proficient in those areas in an effort to increase proficiency. Therefore, the school will increase at least 5% proficiency in the areas of English Language Arts and in Mathematics, as per the state assessment and progress monitoring tool by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Geyler Castro (charter5387@browardschools.com)
Evidence-based Strategy	The school will utilize the iReady program in Mathematics and in Reading to monitor student progress and identify areas of weakness. The program uses evidence-based strategies to target specific learning gaps that will aid in the student's mastery of the ELA and Mathematics skills. The school will administer the Diagnostic Assessment three times per year along with monthly growth monitoring mini-assessments to track the progress of the students in the Math and Reading classes. The school will also monitor the Black/African American students by providing tutoring sessions the students will use the Ready book for instruction to target deficient skills. The school will also provide push in/pull out interventions and the students will use the iReady instruction online as well. iReady online instruction together with the Ready Reading and Math books provide the additional support necessary to increase student achievement in the Black/African American subgroup.
Rationale for Evidence-based Strategy	Students in the black subgroup need a rigorous approach in order to increase student achievement. According to Curriculum Associates, the research study found a strong correlation between i-Ready Diagnostic scores and scores on the FSA. Correlations are commonly used and widely accepted forms of validity evidence. The Reading and Mathematics Ready books give the students the chance to be challenged by engaging in rigorous lessons. The students will be tested three time per year using the iReady Diagnostic tool

to determine their placement in small groups, tutoring, and push in/pull out programs. iReady will also be assigned to students on a weekly basis to complete lessons designed to close the achievement gaps. The students, teachers, and instructional coach will have biweekly data chats to discuss the progress of each student and address any of the students' needs that have not been met in the black subgroup.

Action Step	
Description	1. The first step to establishing a successful plan of action to ensure the strategies are successful is to review the Math and ELA curriculum and develop a pacing guide that reflects the most beneficial sequencing. Along with creating the pacing guide, requesting a quote, putting together a purchased order and the actual ordering of the iReady program would be the steps necessary to getting this strategy implemented. 2. During pre-planning week, teachers will receive training on the pacing guides and bi-weekly team meetings will occur with our instructional coach to review, revise and identify any changes that need to be made to the pacing guides based on the data from the weekly and monthly growth monitoring assessments. In addition, once the iReady program is available, the teachers will receive training in how best to implement the program and how to access the program's capabilities to ensure the black subgroup is achieving mastery in Mat hand ELA skills. 3. The next action step will be the implementation of the programs in the Math and ELA classes. The students will use iReady online on a weekly basis. They are responsible for completing 45 minutes per week on the ELA and Math section of iReady and pass each lesson quiz at 70% or above. The instructional coach will meet with the teachers on a bi-weekly basis to review the student growth based on the iReady diagnostics, weekly lessons and growth monitoring tools to identify if a revision of the instructional strategies needs to be implemented. The classroom teacher will utilize that data to drive the instructional focus and delivery in the classroom. 4. Progress monitoring will take place using various tools. The instructional coach will be conducting classroom observations to ensure the teachers are using the program with fidelity. The teachers will have having monthly data chats with the students and discussing the data tracking forms. The students will be assessed on a monthly basis using iReady's growth monitoring assessments in Math and ELA. The data will also be used to form small groups, tutoring groups, and push-in/pull-out groups to make sure all of the students in the Black/African American subgroup are receiving intervention to increase student achievement. 5. The final action step will be to identify if we need to change the way the different programs are being implemented. The leadership team will evaluate the tutoring groups and ensure the students are demonstrating growth by administering a post-test after each quarter. The instructional coach will check on iReady online instruction to make sure it is being used 45 minutes weekly in Math and ELA. Based on the findings the leadership team will meet and determine if the implementation of the programs are in fact working toward increasing student achievement. If the students are progressing the implementation of the program will remain as is. If the students are not demonstrating growth then they we will meet to remdiate the plan and identify other strategies to be used.

Person Responsible	Sonia Andreu (sandreu@somersetriverside.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

One of the areas of school wide Improvement is with our English Language Learner students. Based on the school grade component data by subgroup our ELL students achieved a 40% achievement in ELA and a 50% achievement in Mathematics. The school had a very small group of ELL students during the 2018-2019 school year and with no data from the previous school year it is difficult to identify what areas should be the main focus to increase achievement in ELA among the ELL population. However, the school will closely monitor the ELL students via the iReady diagnostic assessments and the completion of lessons and minutes per week. The students will use content glossaries, along with translation dictionaries to provide them with the opportunity to familiarize themselves with the use of these supplemental aids and allow them the opportunity to facilitate their learning. In addition, the teachers will incorporate strategies for ELL students that will remediate the learning and allow for a more facilitated approach to learning for these particular students. Tutoring and intervention services will be provided to our ELL students, so that specific deficiencies identified on the iReady diagnostics may be retaught and monitored for mastery. In addition, the school will implement the Imagine Learning curriculum during small group instruction and intervention to give the students more access to learning and closing the achievement gap in ELA and in Mathematics.

The students with disabilities will also be monitored closely. Due to the minimal amount of students with disabilities during the 2019 school year, there were not enough students to create a subgroup. However, since the school has increased enrollment and their is a larger amount of students with disabilities, the school will also maintain their focus on ensuring that these students are monitored closely throughout the school year. The students with disabilities will also be monitored via iReady, with the diagnostic assessments and the completion of the student lessons and quizzes. The instructional coach and ESE specialist will work closely with the classroom teachers to create a collaborative working relationship for every child. The ESE specialist will provide services to the students and will give professional development to the general education teachers to create an environment where general education teachers understand the importance of using and implementing ESE strategies on a daily basis and to adapt them strategies implemented based on the content area and skill taught on a particular day. The ESE specialist will also monitor that teachers are providing their students with disabilities the appropriate accommodations based on the students Individualized Educational Plan (IEP).

Although the school's MSID has been in existence for a few years, the school was relocated for the 2018-2019 school year. The students entered the school from neighboring, private, public and charter schools and many students entered with minimal to no previous data that could have been used to identify specific areas for improvement. The school will closely monitor the current 2nd grade students to identify any learning gaps and remediate instruction when necessary. The school will provide push-in/pull out services to Kindergarten-2nd grade students, with an emphasis on 2nd grade to ensure that learning gaps are diminished so that there is a greater proficiency average by the time the students reach the 3rd grade. Since this will now be the school's second year and the school now has data from the 2019 FSA, many students are still entering from neighboring schools,

therefore students will be monitored closely through progress monitoring tools, intervention and small group instruction in addition to after school tutoring programs. Not only will the school focus on the tested grade levels, but the school will also focus and monitor the students at the primary level of grades K-2. In order for the school to ensure progress year after year, the school must prepare students from very early on to close any possible achievement gap and provide the interventions and strategies necessary to target student growth and student achievement.

The instructional coach, ELL specialist, ESE specialist and principal will meet regularly with all stake holders to ensure the needs of the student population are met. The teachers will have bi-weekly data meetings to review student progress and allow the current data to drive the instructional focus in each academic data. The parents and community members will be invited to attend the School Advisory Council to provide their insight and work collaboratively with the school and the students will have regular data chats with their teachers to set their goals.

Part IV: Title I Requirements

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

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The school will use daily agendas/student planners where students will write their homework, mark important dates and utilize it to communicate with parents to ensure the development of responsible, self-directed life-long learners. The school will host Parent Universities to bring families and teachers together for the success of the student. Some Parent Universities that will be offered are meant to teach parents and families how to utilize the online gradebook system for parents to have easy access to their child's most current academic progress. The school will also host curriculum nights to teach parents strategies on how to assist their children with understanding concepts in reading and in mathematics. The teachers will be able to teach the parents the strategies being taught in the classroom, so they may learn how to assist the students at home as well. The school will engage families and community members with a STEM night to come together collaboratively and show our families the wonderful world of Science, Technology, Engineering and Mathematics. These hands-on evenings will bring families and community members, along with the school staff, together to be a part of the school's process to becoming an even better school and work collaboratively for the betterment of the school's population and establish community partnerships to build foundations for the school and its students.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Somerset Academy Riverside is incorporating the Sanford-Harmony curriculum to build classroom relationships. The research based program teachers students to integrate skills, attitudes and behaviors to effectively deal with daily tasks. The primary focuses of the program are self-management, self-awareness, social awareness, relationship skills, and responsible decision making. The school offers counseling services to students on a one on one, group and classroom setting. The counselor addresses any issues or concerns of students and follows up with student attendance to identify and minimize any truancy issues. The school social worker is also available to provide assistance to the school by ensuring that there is a positive school to home relationship and that there are open lines of communication for all.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Somerset Academy Riverside will assist preschool and Kindergarten students' transition into elementary school by informing parents of readiness skills during the preschool and Kindergarten orientation. Somerset will provide parents an opportunity to complete with their child a Summer Readiness packet that includes prerequisite skills in Mathematics and Reading. Elementary teachers will collaborate and meet monthly during vertical planning sessions to discuss grade level expectations. Administration will meet with local preschool programs to discuss readiness for transitioning students into the elementary school setting. Somerset will provide elementary students transitioning into middle school the opportunity to complete a Summer Reading packet with prerequisite skills. Furthermore, parents and students will attend a Middle School Orientation. The orientation will offer information that will facilitate the transition such as grade level expectations, matriculation process, and classes offered at various levels.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school identifies the needs of students based on a review of the previous year's data in order to determine curriculum needs. After identifying the areas of deficiency the school researches curriculum that supports the targeted areas and purchases the items necessary to ensure students have an opportunity to increase their achievement. The school also plans for the implementation of the set curriculum by coordinating any trainings that would be beneficial for the overall success of the curriculum implementation. The school also analyzes teacher observations to identify school-wide instructional needs to implement Professional Learning Communities that reinforce instructional strategies to best meet the needs of our students. The Professional Learning Communities meet on a monthly basis to address the effects of the instructional strategies to determine if the needs of all subgroups and the needs of students with disabilities are being met. During the PLC, the teachers will determine whether a revision of the instructional strategies being utilized must be done based on the ongoing progress monitoring data. This will be an ongoing cycle to

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Somerset Academy Riverside developed a partnerships to advance career awareness with Coral Springs Soccer Academy and Future Stars Baseball Academy to offer sports to our students that are interested in developing their skills and pursuing a professional career in baseball or soccer. We also offer Career Day and invite Coral Springs Firefighters and Police Officers to provide an insight into our public safety employees careers. We provide an environment conducive to college and career awareness to our students in all age groups.

Part V: Budget

1	**III.A**	**Areas of Focus: Science**				**$875.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	529-Technology-Related Textbooks	5387 - Somerset Academy Riverside	UniSIG		$875.00
			Notes: A Gizmos Teacher License and student licenses are being purchased to provide interactive science simulations for students in grade 5 in order to increase student achievement.			
2	**III.A**	**Areas of Focus: Mathematics**				**$351.55**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	5387 - Somerset Academy Riverside	UniSIG		$351.55
			Notes: Florida Ready Books			
3	**III.A**	**Areas of Focus: Economically Disadvantaged**				**$0.00**
4	**III.A**	**Areas of Focus: Black Subgroup**				**$0.00**
					Total:	**$1,226.55**