

Miami-Dade County Public Schools

Somerset Academy Charter High School



2015-16 School Improvement Plan

Somerset Academy Charter High School

23255 SW 115TH AVE, Homestead, FL 33032

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	81%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	92%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Somerset Academy, Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed, life-long learners in a safe and enriching environment.

Provide the school's vision statement

Set high expectations
Objective
Meaningful curriculum
Effective
Resourceful and responsible life-long learners
Students who achieve proficiency and beyond
Evaluate continuously and use data to drive curriculum
Teachers who are highly qualified

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The mission of Somerset Academy Charter High, a diverse community, is to provide an excellent education that challenges all students to embrace the highest standards of academic achievement and personal integrity. Student success will be accomplished through rigorous instruction, focused support for students, and a commitment to partnership with family and community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

All teachers, and all staff, are effectively utilizing personal relationship building strategies in order to create a safe and welcoming environment that encourages student participation and a positive school engagement. The school also has an open-door policy, where all Leadership Team members are accessible to our student body.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Somerset Academy Charter High, we follow the MDCPS Code of Student Conduct for all disciplinary issues. All families are also provided with a handbook that outlines the expectations of the school. In addition, each teacher has a disciplinary plan that outlines their class expectations and procedures. Finally, it is our goal to ensure that all students are held to the same high expectations, while being systematically supported to achieve

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 Charter High, offers many service-based, social and academic clubs, including a full athletic program, to help meet the needs of our diverse student population. Our teachers/club

sponsors meet on a monthly basis in order to provide mentorship and social development opportunities. The school also offers two full-time counselors who offer guidance counseling, college advisement, and peer mediation to all secondary students. The administrative team also mentors the lowest quartile in Reading and Math for the entire duration of the academic school year.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

The students and parents are not familiarized with the Code of Student Conduct And our school's attendance policies and procedures.

- Educate our parents and students of the policies and procedures by conducting workshops. Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/ RTI team.
- The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
- A reward system will be established to recognize students for perfect attendance and outstanding citizenship.
- Before and after school tutorials programs will be established to address students' areas of need.
- Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
- The teams will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher.

One or more suspensions, whether in school or out of school

Students are not familiar with the School's Code of Student Conduct.

- Educate students and parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team.
- The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
- A reward system will be established to recognize students for perfect attendance and outstanding citizenship.
- Before and after school tutorials programs will be established to address students' areas of need.
- Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
- The teams will monitor the effectiveness of the strategies by checking behavioral logs kept by the teacher.

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Our school recognizes that students' academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed score a level 1 on the statewide, standardized assessments in English Language Arts or Mathematics.

The following action steps will be implemented

- Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/ RTI team
- The MTSS/RTI will monitor students who receive two or more behavioral referrals providing

students with counseling and encouraging parental involvement in this process.

- Peer Mediation teams will be developed as means of assisting with conflict resolution
- Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored. The IFC will be utilized to monitor student progress.
- Students will be enrolled into course recovery classes.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	9	10	11	
Attendance below 90 percent	3	1	0	4
One or more suspensions	12	11	8	31
Course failure in ELA or Math	34	5	9	48
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	9	10	
Students exhibiting two or more indicators	2	2	4

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Educate our parents and students of the policies and procedures by conducting workshops. Students who are exhibit two or more early warning indicator will be referred to the MTSS/RTI team.

- The MTSS/RTI team will monitor these students, providing students with counseling and encouraging parental involvement in this process.
- A reward system will be established to recognize students for perfect attendance and outstanding citizenship, grades, moving up levels.
- Before and after school tutorials programs will be established to address students' areas of need.
- Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
- The teams will monitor the effectiveness of the strategies by checking attendance records, grades and behavioral logs kept by the teacher.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193662>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Somerset Academy Charter High offers many service-based, social and academic clubs, including a full athletic program, to help meet the needs of our diverse student population. Our teachers/club sponsors meet on a monthly basis in order to provide mentorship and social development opportunities. The school also offers two full-time counselors who offer guidance counseling, college advisement, and peer mediation to all secondary students. The administrative team also mentors the lowest quartile in Reading and Math for the entire duration of the academic school year.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
DeSousa, Jennifer	Assistant Principal
Maysonet, Kerri	Principal
Mongeotti, Maria	Assistant Principal
Blanco, Arley	Assistant Principal
Nunez, Angela	Assistant Principal
Plantada, Christopher	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrators: : Kerri Rodriguez (Principal), Maria Mongeotti (Assistant Principal), Arley Blanco (Assistant Principal), Jennifer DeSousa (Assistant Principal), Angela Nunez (Assistant Principal), and Christopher Plantada (Assistant Principal), will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.

- Reading Coach: Mrs. Jennifer M. DeSousa – monitors and communicates data gathered from district assessments, FAIR, DIBELS, and school based assessments. Oversee and coordinate all the intervention programs. Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies.
- Select General Education Teachers: Ms. Nicole Arias (9-12th grade Intensive Reading Teacher)- Provide information about core instruction, participate in student data collection, deliver instruction/ intervention, and collaborates with other staff to implement curriculum and intervention when needed. Christina Carbonell and Raquel Paz (10th -12th grade Language Arts teacher) - Provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.
- SPED Teachers: Elizabeth Aguiar (SPED)- Participate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations.

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 teachers selected for the MTSS team gathered and analyzed a variety of data by grade level in order to determine effectiveness of the strategies being implemented in the classrooms. Then the complete MTSS team collaborated in order to modify the strategies/resources necessary as identified in the End of Year School Improvement Plan Reviews from all departments. The new goals and action plans were then added to the 2013-2014 School Improvement Plan.

Title I, Part A

Somerset Academy Charter High provides services to ensure students, both elementary and secondary, requiring additional remediation are assisted through before school and after school tutoring, pull out intervention. The Reading Coach will develop, lead and evaluate the reading program; model instructional lessons, and conduct data chats with teachers. Other components that are integrated into the school wide program include an extensive Parental Program where parents are required to volunteer 30 hours per year at the school, Title I Chess program, as well as special support services to special needs populations.

Title I, Part D

Somerset Academy Charter High with the support of the Alternative Outreach program services coordinate with district to implement Drop-out Prevention programs.

Title III

Somerset Academy Charter High will provide for its ELL population through services available through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners through the use of Achieve 3000, and through pull out intervention sessions.

Title X- Homeless

Somerset Academy Charter High's Community Involvement Specialist (CIS) will work with the assigned District Homeless Social Worker which can provide resources such as clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Supplemental Academic Instruction (SAI)

Somerset Academy Charter High provides FCAT before school tutoring where all students participating in the FCAT receive instruction in math and reading. The school funds before and after school tutoring for all students in the school who wish to attend. Pull out intervention will be offered to students who scored in the lowest 25% in reading and math.

Violence Prevention Programs

Somerset Academy Charter High incorporates a Character Education Curriculum as well as offers a non-violence and anti-drug program to students that incorporate field trips and community services and counseling. The school also implements MDCPS's Policy Against Bullying and Harassment.

Nutrition Programs

- 1) Somerset Academy Charter High adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kerri O'Sullivan	Principal
Mary Quiroga	Business/Community
Elizabeth Aguiar	Education Support Employee
Viviana Morejon	Teacher
Raquel Paz	Teacher
Ady Timmer	Teacher
Adriana Lopez	Teacher
Johanna Smoonberg	Parent
Barbara Gonzalez	Parent
Patty Morales	Parent
Monique DeSousa	Student
Elaine Samedy	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

EESAC is the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability. EESAC assisted in the preparation, implementation, and evaluation of the School Improvement Plan (SIP) 2013-2014.

EESAC monitored the 2014-2015 School Improvement Plan issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, and dropout prevention/graduation, along with budget, professional development training opportunities, instructional materials, staffing, student support services.

EESAC Dates for the 2014-2015 school year:

9-15-2014

11-12-2014

2-25-2015

4-22-2015

5-19-2015

This year's SIP was approved and discussed at the September 16, 2015 meeting.

Development of this school improvement plan

The involvement of the SAC in the development of this school improvement plan:

- Reviewed all applicable student performance data;
- Determined the students' needs and prioritize them;
- Recommended strategies to improve areas of need;
- Assist in the preparation and evaluation of this School Improvement Plan;
- Approved all ideas and recommendations for strategies for this school improvement plan

Finally, the SAC will give the final approval of this School Improvement Plan, the Mid-Year Review, and the End-of-Year Review

Preparation of the school's annual budget and plan

Attendance Incentives \$350.00
 FCAT Family Night \$550.00
 FCAT Incentives \$1000.00

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Attendance Incentives \$350.00
 FCAT Family Night \$350.00
 FCAT Incentives \$700.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Maysonet, Kerri	Principal
DeSousa, Jennifer	Assistant Principal
Blanco, Arley	Assistant Principal
Arias, Nicole	Teacher, K-12
Ivy, Linda	Teacher, ESE
Aguiar, Elizabeth	Teacher, ESE
Ayo, Cristina	Teacher, K-12
Paz, Raquel	Teacher, K-12
Morejon, Vivian	Teacher, K-12
Green, Aundreina	Teacher, K-12
Axson-Hall, Ellisca	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To promote and implement reading strategies across all content areas and encourage reading by initiating a school-wide “Reading Challenge”. The goal is increase reading comprehension in all subject areas. Ultimately, the LLT will ensure that all students are making adequate progress in reading.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Professional development at Somerset Academy focuses on the effective implementation of strategies for student achievement utilizing data during all Faculty Meetings, Department Meetings, and Grade

Level Stallion meetings. The administrative team also conducts Informal/Formal observations and schedule peer observations for all new teachers. All teachers receive feedback and engage in reflective conversations with the observing administrator.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to recruit and retain high-quality, highly qualified teachers we conduct a one week pre-service training prior to the start of the school year where teachers have an opportunity to meet one another, analyze data, and plan for instruction. In addition, policies and procedures are explained in a more intimate setting with more detail. Our school also attends job fairs, uses the states website teacherteacher.com and the school of choice office website to recruit new teachers. To retain teachers, we provide them with ample professional development opportunities, in house in-service training, and we also offer stipends, recognize teachers of the month, tuition reimbursement, and a offer a mentorship program.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our teacher mentoring program is under the direction of one of our administrators, Jennifer DeSousa, who holds a Bachelors Degree in English Education with a K-12 Reading Endorsement and a Masters Degree in Educational Leadership. Our program consists of one on one mentoring to all teachers on staff, classroom visitations, recommendations for improvements, lesson demonstrations, conducting parent conferences, etc. Mrs. DeSousa conducts weekly classroom visits where she provides support and guidance to help enhance the teacher's delivery of content. If areas of improvement are found, then that teacher is given the opportunity to observe other colleagues within the building that have mastered the targeted needs. We also conduct monthly mentoring meetings in which each new teacher has a mentor teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Somerset Academy Charter High had adopted all MDCPS district adopted programs, such as iReady, USA Test Prep, Carnegie and iXL. All teachers also use the MDPCS Pacing Guides and resources to plan for instruction. All Department Chairs also attend the Professional Development meetings to stay informed. Lastly, we are utilizing the CPALMS and fsaassessments.org site to learn about the FSA exam.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to differentiate instruction through ongoing progress monitoring. All students are assessed utilizing baseline/diagnostic in all accountability areas and then monitored for growth on a bi-weekly basis. Teachers analyze the data to identify students scoring 50% or below to remediate instruction through small group instruction and/or intervention as needed.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 21,600

Somerset Academy Inc. offers a before and after care program where students are provided with different types of extracurricular activities. In addition, students who need academic assistance will be provided services through the program, including homework help. Students will also be provided with enrichment in Reading, Mathematics, and Science through our FSA Saturdays beginning in January and ending the Saturday before the FSA exams are administered.

Strategy Rationale

The tutoring sessions are enriching, hands on activities in which the students are retaught the lessons and supplemental materials are used to reinforce.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Maysonet, Kerri, kosullivan@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We collect data for various assessment platforms such as: I-Ready, USA test prep, PMRN, bi-weekly, District Sponsored Mid Year assessments, etc. Results are then analyzed to identify students not mastering skills. Data indicates If students are making progress towards their goals. If necessary, teacher student groups are created based on the skills needed to re teach, differentiate, and reassess until mastery is achieved.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Counselors visit social studies classes at the beginning of the year in September to go over graduation and credit requirements for each grade level

- Counselors visit social studies classes in Jan/Feb to go over the subject selection and course curriculum each year
- Counselors hold meetings with students to discuss class options, opportunities after graduation and help students pick the right classes throughout their middle/high school career
- High School Grade Level Meetings at Night held with parents. In 2014-2015 we held Junior and Senior Night. During the 2015-2016 school year, our goal is to have a parent night for each grade level and a college orientation trip.

College and Career Readiness

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

During the 2015-2016 school year Somerset Academy Charter High will implement an SAT and ACT Prep course to help prepare students for the different types of assessments including, but not limited to PSAT, SAT, ACT, EOCs. The course will also serve as a way to educate students on career awareness, resume building, and college preparation. In addition, Somerset will hold their annual college fair and also invite colleges to come and visit the school, financial aid presentations, college application workshops, and college field trips.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Somerset offers a variety of elective choices to help prepare students for both higher education and career and technical programs. Somerset encourages students to explore their options by educating students about programs through the following means: college field trips, visits and the college fair. In addition, we have one student that will be participating this year in the George T. Baker Aviation school to explore their options so they are able to get both career and technical training as well as a college prep curriculum

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students meet with their counselor beginning in 9th grade and throughout different points in the academic year to talk about their future education and career goals so they are provided the proper information and aides to help them achieve their goals. Some of the resources we will be providing to our students this year include the following:

- College Presentations throughout the school year
- College Fair for students to obtain information about different schools
- Career Day to learn about different jobs and fields of study
- College Workshop presentations to prepare students about college essays, applications, scholarships and resumes
- Financial Aid Presentation for parents and students to help them prepare for the FAFSA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Somerset Academy Charter High is preparing its students for post secondary transition by offering the mandated courses to comply with the State's graduation requirements. We also increased and encourage our students to take AP or Honors classes to challenge themselves by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding these classes and their post secondary education plans. Each year our AP program grows with the number of students sign up for these classes and we keep adding more class options. We also offer Dual Enrollment classes on campus at no cost or transportation to our students, so they have the opportunity to earn more college credits during their high school career. In addition, we also implemented a SAT and ACT prep class in the 10th grade school year after reviewing various testing reports to help strengthen students' test taking skills. Finally, we will be holding various college prep workshops and seminars throughout the year with both students and parents to help educate and guide them through the college planning process.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Our school goal is to increase/ infuse student achievement by focusing on writing across the content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Our school goal is to increase/ infuse student achievement by focusing on writing across the content areas. **1a**

G070891

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
AMO Math - All Students	
FSA Mathematics - Achievement	70.0
Math Gains	79.0
Math Lowest 25% Gains	79.0
AMO Math - White	
Algebra I EOC Pass Rate	74.0
Geometry EOC Pass Rate	75.0
AMO Reading - All Students	
FSA English Language Arts - Achievement	70.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	72.0
CELLA Listening/Speaking Proficiency	85.0
CELLA Reading Proficiency	61.0
FCAT 2.0 Science Proficiency	84.0
Bio I EOC Pass	82.0
CELLA Writing Proficiency	64.0

Resources Available to Support the Goal **2**

- To support writing across the curriculum the reading department uses a variety of texts within lessons. We have increased the percentage of non-fiction literature to use as mentor texts with topics on history and science. These include primary sources and secondary sources such as an excerpt of the Constitution. Technology resources we are currently using: Carnegie Learning , iXL, Explore learning- Gizmos, iReady, USA Test Prep
- AP:The Advanced Placement classes encourage the use of writing by providing textual evidence to support all opinions and arguments. DBQ's , also known as document-based questions. It is critical that students in the advanced placement courses, such as AP Literature and AP Government, utilize the Cornell Note-Taking strategy to organize notes.

Targeted Barriers to Achieving the Goal **3**

- A.P:It is our goal at Somerset to increase our writing proficiency scores by a minimum of ten percentage points. In addition, we would like increase the AP passing rate by 15-20 percentage points.

Plan to Monitor Progress Toward G1. 8

Throughout the year administration and instructional leaders such as department heads, literacy team, curriculum council and grade level stallions will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from September through June. Within these meetings the participants will discuss the evidence collected such as, Student individual plan logs and data from baseline assessments, topic assessments.

Person Responsible

Jennifer DeSousa

Schedule

Biweekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Data, Data Chat Forms, Student Individual Plan logs, concerns etc.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Our school goal is to increase/ infuse student achievement by focusing on writing across the content areas. **1**

 G070891

G1.B2 A.P. It is our goal at Somerset to increase our writing proficiency scores by a minimum of ten percentage points. In addition, we would like increase the AP passing rate by 15-20 percentage points. **2**

 B184807

G1.B2.S1 At Somerset, we will reduce the barrier by implementing vertical and horizontal teaching to address the writing standards by grade level. We will utilize a K-12 Writing Plan aligned to the Language Arts Florida Standards (LAFS) which incorporates the writing process, different styles of writing, writer's checklist, and a cross-curricular connection. **4**

 S196234

Strategy Rationale

The implementation of the Writing Plan will help prepare our students with the proper writing techniques which will enable them to effectively respond to different writing prompts.

Action Step 1 **5**

Teachers will attend multiple professional development opportunities provided by both the district and the school level. Teachers will also be trained how to score the writing components utilizing the rubric.

Person Responsible

Jennifer DeSousa

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

An observation tool to document the walk-throughs, the weekly monitoring of lesson plans, and the ongoing use of student portfolios to show evidence of the writing process to include: pre-writing, editing/revising, and final drafting.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The leadership team utilizes an observation tool to document the walk-throughs, the weekly monitoring of lesson plans, and the ongoing use of student portfolios to show evidence of the writing process to include: pre-writing, editing/revising, and final drafting.

Person Responsible

Jennifer DeSousa

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Walk-through rubric, observations, lesson plans and student portfolios

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The leadership team utilizes an observation tool to document the walk-throughs, the weekly monitoring of lesson plans, and the ongoing use of student portfolios to show evidence of the writing process to include: pre-writing, editing/revising, and final drafting. The monitoring of the scores on the AP Exams

Person Responsible

Jennifer DeSousa

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Walk-through rubrics, lesson plans, observations, student portfolios and AP Scores

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Teachers will attend multiple professional development opportunities provided by both the district and the school level. Teachers will also be trained how to score the writing components utilizing the rubric.	DeSousa, Jennifer	9/8/2015	An observation tool to document the walk-throughs, the weekly monitoring of lesson plans, and the ongoing use of student portfolios to show evidence of the writing process to include: pre-writing, editing/revising, and final drafting.	6/1/2016 weekly
G1.MA1	Throughout the year administration and instructional leaders such as department heads, literacy team, curriculum council and grade level	DeSousa, Jennifer	9/8/2015	Data, Data Chat Forms, Student Individual Plan logs, concerns etc.	6/1/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	stallions will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from September through June. Within these meetings the participants will discuss the evidence collected such as, Student individual plan logs and data from baseline assessments, topic assessments.				
G1.B2.S1.MA1	The leadership team utilizes an observation tool to document the walk-throughs, the weekly monitoring of lesson plans, and the ongoing use of student portfolios to show evidence of the writing process to include: pre-writing, editing/revising, and final drafting. The monitoring of the scores on the AP Exams	DeSousa, Jennifer	9/8/2015	Walk-through rubrics, lesson plans, observations, student portfolios and AP Scores	6/1/2016 weekly
G1.B2.S1.MA1	The leadership team utilizes an observation tool to document the walk-throughs, the weekly monitoring of lesson plans, and the ongoing use of student portfolios to show evidence of the writing process to include: pre-writing, editing/revising, and final drafting.	DeSousa, Jennifer	9/8/2015	Walk-through rubric, observations, lesson plans and student portfolios	6/1/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Our school goal is to increase/ infuse student achievement by focusing on writing across the content areas.

G1.B2 A.P:It is our goal at Somerset to increase our writing proficiency scores by a minimum of ten percentage points. In addition, we would like increase the AP passing rate by 15-20 percentage points.

G1.B2.S1 At Somerset, we will reduce the barrier by implementing vertical and horizontal teaching to address the writing standards by grade level. We will utilize a K-12 Writing Plan aligned to the Language Arts Florida Standards (LAFS) which incorporates the writing process, different styles of writing, writer's checklist, and a cross-curricular connection.

PD Opportunity 1

Teachers will attend multiple professional development opportunities provided by both the district and the school level. Teachers will also be trained how to score the writing components utilizing the rubric.

Facilitator

Ms. Jennifer DeSousa

Participants

AP Teachers

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B2.S1.A1	Teachers will attend multiple professional development opportunities provided by both the district and the school level. Teachers will also be trained how to score the writing components utilizing the rubric.				\$3,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7042 - Somerset Academy Charter High School	General Fund		\$1,000.00
			<i>Notes: USA Test Prep</i>			
			7042 - Somerset Academy Charter High School	General Fund		\$2,600.00
			<i>Notes: Edusoft</i>			
					Total:	\$3,600.00