Somerset Academy Charter High School

2021-22 Schoolwide Improvement Plan

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Somerset Academy Charter High School

12425 SW 248 ST, Homestead, FL 33032

www.middlehigh.somersetsilverpalms.net

Demographics

Principal: Kerri O'sullivan A

Start Date for this Principal: 11/20/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (70%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Dade 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

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 Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
O'Sullivan, Kerri	Principal	
Fernandez, Cristina	Assistant Principal	
Picon, Kristina	Assistant Principal	
Valdes, Jacky	Teacher, ESE	
Bond, Danielle	School Counselor	
Borges, Oneida	Administrative Support	
Martinez, Virginia	Other	
Floyd, Kenny	Other	
Burnett, William	Dean	

Demographic Information

Principal start date
Sunday 11/20/2011, Kerri O'sullivan A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

884

Identify the number of instructional staff who left the school during the 2020-21 school year.

20

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

29

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	0	231	261	212	180	884
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	0	0	0	0	0	0	0	0	0	21	10	0	0	31
Course failure in Math	0	0	0	0	0	0	0	0	0	11	10	6	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	6	10	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	282	204	183	154	823
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	0	0	0	0	0	0	0	0	0	21	10	0	0	31
Course failure in Math	0	0	0	0	0	0	0	0	0	11	10	6	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	6	10	0	0	16
Level 1 on 2019 statewide Math 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	

The number of students identified as retainees:

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

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	282	204	183	154	823
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	0	0	0	0	0	0	0	0	0	21	10	0	0	31
Course failure in Math	0	0	0	0	0	0	0	0	0	11	10	6	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	6	10	0	0	16
Level 1 on 2019 statewide Math 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	

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				75%	59%	56%	73%	59%	56%
ELA Learning Gains				61%	54%	51%	57%	56%	53%
ELA Lowest 25th Percentile				60%	48%	42%	56%	51%	44%
Math Achievement				77%	54%	51%	77%	51%	51%
Math Learning Gains				62%	52%	48%	67%	50%	48%
Math Lowest 25th Percentile				54%	51%	45%	64%	51%	45%
Science Achievement				88%	68%	68%	70%	65%	67%
Social Studies Achievement				85%	76%	73%	85%	73%	71%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	77%	55%	22%	55%	22%
Cohort Comparison						
10	2021					
	2019	73%	53%	20%	53%	20%
Cohort Comparison		-77%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	88%	68%	20%	67%	21%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	71%	15%	70%	16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	63%	16%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	54%	20%	57%	17%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The data provided was provided from the EOC and FSA of the 2020-2021 academic year. The percentage provided in the chart below shows the passing percentile from the state assessment.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			57%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			41%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			58%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			55%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			76%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			50%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	27	21	24	16	14					
ELL	32	43	46	50	42	47	58	20			
BLK	43	43	28	36	19	12	78	50		93	46
HSP	59	46	33	52	36	25	74	50		100	57
WHT	70	53		47	13		92	80			

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	56	45	32	48	31	24	75	50		100	59
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30			10							
ELL	51	55	48	70	65	57	71				
BLK	81	70		73	71			92			
HSP	74	59	55	76	60	54	87	85		97	68
WHT	100	80									
FRL	74	63	60	77	60	58	86	84		99	69
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 2016-17	C & C Accel 2016-17
BLK	67	60		91	82						
HSP	75	57	57	78	67	68	70	84		96	56
FRL	73	54	57	74	65	62	67	86		97	54

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	90
Total Points Earned for the Federal Index	614
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Through data analysis, the following trends emerged, school failed to meet the AYP; however, staff were concerned that test scores had either plateaued or dropped slightly, particularly mathematic scores for some grades, which can reflect the Covid-19 circumstances of 20-21 school year. In continuation of discussing trends, the English Language Arts Gains had a 61.5 % increase in learning gains from the 2017-2018 school year that had a 56.5 %. There was also an evident increase in learning gains amongst our lowest 25 % in English Language Arts with 59.7 % in gains comparable to the increase from the 2017-2018 school year that was 56.4%. Based on this analysis, Somerset Academy Charter High leadership targeted the high school mathematics, at all grade levels for improvement. They have selected RtI as the intervention strategy for achieving their goals. In Phase 2, SACH will provide professional development that is designed to increase teacher knowledge of RtI, the use of high-quality instruction and interventions tailored to state content standards, student progress monitoring, and the use of data to make educational decisions.
SACH will also provide more targeted training on research-based instructional strategies in reading and mathematics. SACH will also be incorporating across all grades the implantation of S.T.E.A.M. across all grades and departments to incorporate the use of Science and Mathematics to drive instruction. STEAM brings together critical disciplines that can create an inclusive learning environment that can help students collaborate and problem. Solve.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Data analysis based off 2019 and 2020 performance demonstrated a decrease in Math scores. Math scores showed evidence that amongst our Algebra 1 9th grade students showed a decline in gains with 42% passing rate compared to 58% failed exam (not passing rate). This is the result of a few variables, and unfortunately the lack of inconsistency amongst student learning delivery. Our student population although seamlessly transitioned from Remote Learning to physically attending school, one cannot negate the fact that our students where receiving instruction in a non- conventional form which may have resulted in a decline in performing Algebra 1 scores. Our denominator of students increased from 2019 to 2020 by roughly 20%. Thus, we had a larger cohort of students and consequentially a larger bottom quartile. The needs of our students changed, as we moved adapt from remote learning to students on campus to Covid-19 adaptations and slight changes in student population. Especially given an influx of students from neighboring schools (private schools, home school, other public schools), our teachers had to adapt to a new variety of student needs including remediation that was previously not common in our K-12 model.

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

Contributing factors, must be consistent with the Covid-19 adaptation that were created in order to deliver instruction. Although as previously mentioned, our transition was truly seamless adaptations had to be made as many of our student population remained Remote Learning Instruction students the entire year as others attended bi-weekly. These methods of delivery are not the norm for secondary school setting which we are confident played a contributing factor in the ability to make adequate mathematic gains in the 20-21 school year. New actions that will take place will emphasize on alignment of the school's mathematics curriculum with state standards and conduct frequent benchmark assessments to determine student mastery of the standards. Assessments in formative and ongoing form will be assed, and students who are having trouble mastering math concepts will receive immediate intervention and additional instructional time. The use of manipulatives to help students understand math concepts will be utilized as well as sufficient time for math instruction each day to ensure that all students reach high levels of achievement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

As we analyze the data components of 2019 and look at 2021 for Biology, we can definitely highlight that there were no students in Level 1, that 103 students had a mean scale score of 415 and 88% at a 3 or higher. In 2021, 189 students, had a mean scale score or 408, 76% at a 3 or higher. There was an evident increase number of students (+83% growth) with little to no loss achievement despite the challenges of the year. The most notable thing in see in passing, besides the lack of slide in mean score or passage rate given the challenge of the year, is that the number of Level 5 students remained virtually static (16% in 2019 to 15% in 2021).

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

The integration of differentiated instruction , small groups and technology.

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

Implementation to accelerate learning, is crucial and due to the evident loss of instructional. School closures due to Covid-19, and the need for adaption led the framework to implement a plan that will accelerate learning. We can start with Streamline curriculum while focusing on grade-level standards. This will allow for curriculum to place a focus on rigorous, grade level content that can assist the student in familiarizing themselves with the material and the skills necessary to excel while incorporating in lost content. We will ensure the practice of Data Driven Instruction, which will consist of collecting data based on measurable goals and using this data to adapt instruction delivery and drive instruction. We can move to utilize the strategy of Customize instruction based on strengths and areas of growth for each student. The curriculum can be tailored to deliberately and intentionally meet individual learners' specific needs over a prescribed period. All efforts should focus on student strengths, simultaneously providing compensatory strategies and additional instruction to address gaps in learning and needed areas of growth. Lastly, in terms of strategies the utilization of using the Universal Design for Learning, the use manipulatives, and small group instruction should allow for flexible learning. In allowing flexible learning we can adapt learning and paved the way for accelerated learning. Focusing on these strategies will allow small teacher student ration in small groups, reinforce social ties that improve learning and behavioral outcomes overall.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In order to make sure that the contributing factors and strategies are identified and utilized we will ensure that our support teachers and leaders receive adequate training on best practices and strategies. The effectiveness of differentiated instruction will be enforced by guaranteeing that support

staff and leaders receive training, that support teacher has all resources necessary to properly executed the expected strategies. That the use of Data Driven Instructional meetings are held quarterly to analyze and interpret data and come together to formulate common goals and expectations in order to make adequate gains. The leaders of the school will support the support teachers by providing consistently meaningful feedback to support teachers to ensure that everyone is working together towards one main goal. Additional services that will be implemented will be the use of additional support staff that will be able to aid with planning, curriculum support and provide push-in services. Our data coordinator will aid in tracking scores and assessments in our mathematic department. The use of small groups will be utilized to differentiate instruction and aid the identified lowest 25 % of our students struggling in mathematics. The incorporation of STEAM and teacher observations will also aid in curriculum support and identifying those students that may be struggling. To incorporate PD to help teachers identify and provide support for students with early warning indicators to achieve academic success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services will go on to include the implementation of S.T.E.A.M. , the use of professional development amongst our staff and the integration of ongoing support and technology to reach measurable goals.
Additionally, small group tutoring has been shown to be one of the most effective strategies to improve student outcomes. The incorporation of the evidence-based strategies will hopefully play an essential role in our goal of achieving accelerate of learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The students that scored in the lowest 25% are missing foundational skills to adequately to prepare them for the FSA/EOC assessments.
Measurable Outcome:	Our strategy is to utilize intervention programs to lessen the learning gap and build the foundational skills.
Monitoring:	This year our students will continue to use a personal data tracker to track their growth by benchmark according to the areas of weakness.
Person responsible for monitoring outcome:	Cristina Fernandez (cafernandez@somersetsilverpalms.net)
Evidence-based Strategy:	This allows the stakeholders, parents, students and teachers, a clearer understanding of the students are performing in each content area. students will be assessed at the beginning of the year on all benchmarks, this data will be analyzed and logged in their data folders. Teachers will use the data folders to groups students by their strength and weakness. During small groups, students will be provided remediation and continuously reassess to show growth. The data folders will facilitate open communication and understanding by all parties involved on how to support our students.
Rationale for Evidence-based Strategy:	As a collaborative effort, we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders, such as department heads, will meet monthly to discuss progress and data. These meeting will run throughout the calendar from August to June. Within these meeting the participants will discuss the evidence collected such as, lesson plans, assessment data, and personal data trackers.

Action Steps to Implement

1. Identify the lowest 25%
2. Monitor the learning gains through the use of benchmark assessments through the year.
3. Analyze data to group students according to weakness and strength.
4. Incorporate small groups in differentiated instruction.
5. Collaborate with stakeholders.

Person Responsible	Cristina Fernandez (cafernandez@somersetsilverpalms.net)

Due to Covid 19 remediation for all students is the area of our focus to bridge the learning gap in all content areas

Person Responsible	Cristina Fernandez (cafernandez@somersetsilverpalms.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Using the SafeSchoolsforAlex.org platform, Somerset Academy Charter High compares in the lower percentage of school in the state with discipline issues. With only 3 minor incidents, SACH shows 0.50 out of 100 incidents in the school year. This can be accredited to the policies and programs that are implemented in the school environment and the culture that is promoted. Students and Staff members have access to an anonymous platform called Text Tips. The school website has the FortifyFL link that also allows any individual to report a possible incident or concern. Having these services available, promotes a safe learning environment.
After analyzing the data, we will continue the implementation of the mentioned programs. We will continue with the promotion of a Bully Free Zone by modeling the desired actions and behaviors of the student body.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The leadership team fosters a culture consistent with the school's goals and purpose. All stakeholders collaborate and share responsibility in improving the school. Stakeholders feel empowered to give input and recommendations for continued improvement. All stakeholders enjoy their experience at the school and feel a part of a shared vision of success. All students have access to resources that address their social and emotional needs. All stakeholders collaborate and share responsibility in improving the school through our ESSAC meetings, faculty meetings, department meetings, and grade level meetings. The ESSAC meetings give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty, department, and grade level meetings give teachers and staff the opportunities to share their ideas on how the school can continuously improve. All stakeholders enjoy their experience at school and feel a part of the shared vision of success by including students on incentive field trips and through staff team-building activities throughout the year. Students are able to access resources for their social and emotional needs through our counselors and teachers. These practices will be sustained in years to come by having an open line of communication between our stakeholders.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Kerri Ann O'Sullivan- Principal
Cristina Fernandez- Assistant Principal
Kristina Picon- Assistant Principal
Jackie Valdes- ESE Specialist
Martha Santana- ESOL Coordinator
Oneida Borges- Curriculum/Academy Leader
Javier Valdes- ESE Teachers
Angela Compton- Teacher
Colleen Sherry-Teacher
Daniel Bond- Counselor/CAAP Advisor
Princeton Church- Business Partners
Early Coalition, FDLERS- Early Childhood Providers
Miami Dade and FIE- Community Colleges and Universities
Agape- Social Services

All stakeholders collaborate and share responsibility in improving the school through our ESSAC meetings, faculty meetings and department meetings. The ESSAC meetings give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty and department meetings give teachers and staff the opportunities to share their ideas on how the school can continuously improve. All stakeholders enjoy their experience at school and feel a part of the shared vision of success by including students on incentive field trips and through staff building activities throughout the year. Students are able to access resources for their social and emotional needs through our counselors and teachers. These practices will be sustained in years to come by having an open line of communication between our stakeholders.

The leadership team works collaboratively with teacher leaders to provide support to faculty in implementing effective instructional strategies aligned to the school goals. The administration consistently monitors classroom instruction and provides timely and constructive feedback to ensure academic success. Faculty meetings are a productive use of time and are designed to support teaching and learning. All staff members have equitable opportunities to assume leadership roles at the school

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math				$47,435.49
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7042 - Somerset Academy Charter High School	General Fund		$2,046.28
			Notes: Capitalized Pre-Calculus Textbooks			
			7042 - Somerset Academy Charter High School	General Fund		$1,318.71
			Notes: Algebra 1 practice workbook			
			7042 - Somerset Academy Charter High School	General Fund		$3,500.00
			Notes: IXL Learning License Grades 9-12			
			7042 - Somerset Academy Charter High School	General Fund		$9,694.00

			Notes: Mathia Student Licenses			
			7042 - Somerset Academy Charter High School	General Fund		$2,150.00
			Notes: Math Nation			
			7042 - Somerset Academy Charter High School	General Fund		$9,726.50
			Notes: implementation of new course material for Algebra and Trig.			
			7042 - Somerset Academy Charter High School	General Fund		$19,000.00
			Notes: Edgenuity site License			
					Total:	**$47,435.49**