

Somerset Academy Charter High School

23255 SW 115TH AVE, Homestead, FL 33032

[no web address on file]

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

Yes

Minority

93%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A | A |

School Board Approval

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

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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 8 |
| 8-Step Planning and Problem Solving Implementation | 18 |
| Goals Summary | 18 |
| Goals Detail | 18 |
| Action Plan for Improvement | 24 |
| Appendix 1: Implementation Timeline | 36 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 39 |
| Professional Development Opportunities | 40 |
| Technical Assistance Items | 43 |
| Appendix 3: Budget to Support Goals | 44 |

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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 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 | 12 | |
| Attendance below 90 percent | 13 | 7 | 11 | 24 | 55 |
| One or more suspensions | 11 | 20 | 5 | 1 | 37 |
| Course failure in ELA or Math | 46 | 5 | 3 | 8 | 62 |
| Level 1 on statewide assessment | 5 | 7 | 0 | 0 | 12 |

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

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

| Name | Title |
|-------------------|---------------------|
| DeSousa, Jennifer | Assistant Principal |
| Maysonet, Kerri | Principal |
| Mongeotti, Maria | Assistant Principal |
| Blanco, Arley | 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 O’Sullivan (Principal), Maria Mongeotti (Assistant Principal), Arley Blanco (Assistant Principal), Jennifer DeSousa (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 (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

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Kerri O'Sullivan | Principal |
| Nataly Perez | Student |
| Mary Quiroga | Business/Community |
| Elizabeth Aguiar | Education Support Employee |
| Viviana Morejon | Teacher |
| Juan Alam | Teacher |
| Raquel Paz | Teacher |
| Ady Timmer | Teacher |
| Adriana Lopez | Teacher |
| Fabian Lopez | Parent |
| Johanna Smoonberg | Parent |
| Rosalie Hernandez | Parent |
| Barbara Gonzalez | Parent |
| Patty Morales | Parent |
| | 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 2013-2014 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 2013-2014 school year:

9-12-2013

11-13-2013

2-19-2014

4-24-2014

5-14-2014

This year's SIP was approved and discussed at the September 17, 2014 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

Identify the name, email address and position title for each member of the school-based LLT.:

| 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 |

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 Reading Wonders and Go Math for Elementary; Inside and Edge for Middle and High Intensive Reading Programs. 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 fsa.assessments.org site to learn about the new 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

As a school, all intensive students or students in the lowest 25% are placed in intensive courses to provide remediation. Also, all FCAT Reading and FCAT Math Level 4 and Level 5 students are

placed in Advanced, Pre-Ap or AP courses. For all other courses where students are heterogeneously mixed, teachers utilize data from all formative assessments to group students. At the elementary level, all students who need intervention are provided additional minutes in Reading or Math outside of the allotted minutes for the core classes (during specials). All teachers at Silver Palms have been trained to use data to group students and plan for instruction accordingly.

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

Data is monitored and used frequently throughout the year. Somerset Academy Inc. uses all district interims to include Baseline, Winter, and Fall. We also administer FAIR three times a year in addition to ongoing formative assessments in preparation for all summative assessments such as FSA, FCAT and SAT. All faculty has been trained to analyze data and target students appropriately in order to provide differentiated instruction. The School's Leadership team also analyzes the data and conducts "Data Chats" will all respective teachers with accountability groups. Those teachers then conduct "Data Chats" with their students in order to set goals and track progress.

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 2013-2014 had Junior and Senior Night. During the 2014-2015 school year, goal is to have a parent night for each grade level.

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 2014-2015 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 two students 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.

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.
- G2.** Our school goal is to identify at risk students in order to provide them with support interventions that will increase their student achievement in all content areas.
- G3.** Our school goal is to prepare students to be college and career ready through STEM and provide additional opportunities to engage students in STEM.
- G4.** Somerset Academy is a designated Title 1 School: Please see PIP.

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**

G045101

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| 4-Year Grad Rate (Standard Diploma) | 90.0 |
| AMO Math - All Students | 76.0 |
| FSA - Mathematics - Proficiency Rate | 70.0 |
| Math Gains | 79.0 |
| Math Lowest 25% Gains | 79.0 |
| AMO Math - White | 93.0 |
| Algebra I EOC Pass Rate | 74.0 |
| Geometry EOC Pass Rate | 75.0 |
| AMO Reading - All Students | 64.0 |
| FSA - English Language Arts - Proficiency Rate | 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

- Algebra and Geometry: Resources we use are: • Carnegie Learning math program. • Alek’s math program. • Explore learning. Gizmos.
- Reading: 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.
- Science/Biology: Somerset Academy currently use the Pearson system of online teaching to support the student’s achievement of the goals and skills according to the Science and Biology 1 program established by the school and the District, as well as Gizmos , hands on activities and laboratory updated experiments to our Science and Biology program, Promethean board usage and interactive online websites.
- 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

- Algebra & Geometry both are a branch of mathematics that uses many formulas with letters and numbers. • The time the teacher has to complete the Pacing Guides is a very fast pace. • The short time those students have to use the computer lab

- Reading: Currently the only barrier to hinder this goal is time constraints. Due to excessive testing, writing has not been prioritized as the most important skill to learn. The writing process requires many steps and cannot be promoted with a small window of time.
- Science/Biology: The barriers met in reaching our goals are the students individual mastery level. We must identify the students that may struggle and set up an individual plan for them to succeed in the content of the subject.
- 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. We would also like decrease the amount of students enrolled in the PERT class so that students may begin taking college ready English classes.

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 August through June. Within these meetings the participants will discuss the evidence collected such as, Student individual plan logs and data from baseline assessments, interim assessment and benchmark assessments.

Person Responsible

Jennifer DeSousa

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

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

G2. Our school goal is to identify at risk students in order to provide them with support interventions that will increase their student achievement in all content areas. 1a

G048669

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| Attendance rate | 87.0 |
| Attendance Below 90% | 14.0 |
| Attendance Below 90% Grade 09 | 10.0 |
| Attendance Below 90% Grade 10 | 10.0 |
| Attendance Below 90% Grade 11 | 10.0 |
| Attendance Below 90% Grade 12 | 20.0 |
| 1+ Absences First 20 Days - Grade 09 | 10.0 |
| One or More Suspensions | 10.0 |
| 1+ Suspensions Grade 09 | 3.0 |
| 1+ Suspensions Grade 10 | 4.0 |
| 1+ Suspensions Grade 11 | 2.0 |
| Students exhibiting two or more EWS indicators (Total) | 2.0 |
| Students in ninth grade exhibiting two or more EWS indicators | 2.0 |
| Level 1 - All Grades | 10.0 |
| Level 1 - Grade 09 | 5.0 |
| Level 1 - Grade 10 | 20.0 |
| GPA below 2.0 - H.S. | 20.0 |
| 2+ Course Failures - Grade 09 | 10.0 |

Resources Available to Support the Goal 2

- Attendance: At Somerset Academy we follow the Miami Dade County Public Schools Student Code of Conduct and the Somerset Academy Parent/Student Handbook.
- Behavior: At Somerset Academy we follow the Miami Dade County Public Schools Student Code of Conduct and the Somerset Academy Parent/Student Handbook.
- EWS: 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 two or more courses in any subject, along with students who receive two or more behavioral referrals.

Targeted Barriers to Achieving the Goal 3

- Attendance: The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures.
- Behavior: The students and parents are not familiarized with the Code of Student Conduct and our school's behavior policies and procedures.
- EWS: The students and parents are not familiarized with the Code of Student Conduct and our school's policies and procedures.

Plan to Monitor Progress Toward G2. 8

The data that will be collected is attendance records, behavioral logs, meeting logs, counseling logs referrals, IFC, tutorial attendance and assessment scores.

Person Responsible

Arley Blanco

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

The evidence that will be collected to show progress towards meeting our goal is attendance records, behavioral logs, meeting logs, counseling logs referrals, IFC, tutorial attendance and assessment scores.

G3. Our school goal is to prepare students to be college and career ready through STEM and provide additional opportunities to engage students in STEM. 1a

G049581

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Resources Available to Support the Goal 2

- This year on December 3 we will be celebrating Science Museum Night to promote STEM. A display of cross curricular Science themes showcasing how Science can be integrated into Math, Language Arts, Social Studies, and the arts would be our goal. Instead of calling it Science Fair Night, we are going to call it “A Night at the ‘Somerset’ Science museum” Students along with their families would be able to come and view the different Science displays; from projects to models to art work and even articles or writings on Science. We are even going to have demonstrations or simple hands-on stations allowing the students to actively participate.
- This year in our master schedule we have Robotics Courses.

Targeted Barriers to Achieving the Goal 3

- The barriers met in reaching our goals are the students individual mastery level. We must identify the students that may struggle and set up an individual plan for them to succeed in the content of the subject.

Plan to Monitor Progress Toward G3. 8

Interest surveys, Lab writes up, student individual instructional plan, lab write ups, and Science Museum Night will all monitor the progress of our goal to prepare student for college and career readiness through STEM.

Person Responsible

Arley Blanco

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Interest surveys, Lab writes up, student individual instructional plan, lab write ups, and Science Museum Night attendance and participation will be our evidence.

G4. Somerset Academy is a designated Title 1 School: Please see PIP. 1a

G049582

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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**

 G045101

G1.B1 Algebra & Geometry both are a branch of mathematics that uses many formulas with letters and numbers. • The time the teacher has to complete the Pacing Guides is a very fast pace. • The short time those students have to use the computer lab **2**

 B116150

G1.B1.S1 Implementing more time in the computer Lab. • Using more writing problems how, why and what did you do you get the answer. • The use of the after school hours to help those students with weaknesses in writing. **4**

 S127821

Strategy Rationale

Implementing this strategy will ensure that the students have enough time in the lab to practice writing through their mathematics class.

Action Step 1 **5**

Implementing weekly lab schedule and after school tutoring in the lab to help the students with the math programs that include Writing in Math.

Person Responsible

Arley Blanco

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Reports from each math programs that show the improvement of the student, lab schedules and sign in sheets and data.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Observation, lab walkthrus, reports from the Math programs.

Person Responsible

Arley Blanco

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Walkthru rubrics, observations and reports from the math programs, data from benchmark assessments.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data Chats Meetings

Person Responsible

Arley Blanco

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Data Chats Meeting with Teachers and then students. The Data Chats will then be used to create a plan to meet the students needs.

G1.B2 Reading: Currently the only barrier to hinder this goal is time constraints. Due to excessive testing, writing has not been prioritized as the most important skill to learn. The writing process requires many steps and cannot be promoted with a small window of time. **2**

 B116151

G1.B2.S1 At Somerset Academy we have begun to reduce the barrier of time by offering electives that focus only on the writing process. For example, both middle and high school students can elect to have a Journalism or Creative writing class. **4**

 S127822

Strategy Rationale

The more a student is exposed to foundations and practice of writing the more they will apply it in all their classes.

Action Step 1 **5**

Pacing guides and professional development courses can assist reading teachers in finding ways to include writing non-fiction into every lesson. Teachers can do bell ringers or exit slips that require the students to synthesize the reading text to another subject. This way the reading teacher can be the bridge helping students relate their curriculum.

Person Responsible

Jennifer DeSousa

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Professional development follow up assignment, classroom walkthrus

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

Teachers will include the writing assignments on their lesson plans. Administration can monitor the follow up and by conducting classroom walkthrus..

Person Responsible

Jennifer DeSousa

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Classroom walkthrus rubrics, observations, student journals, writing assignments

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

baseline, interim assessments, benchmark assessment can be used to monitor effectiveness.

Person Responsible

Jennifer DeSousa

Schedule

Biweekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Data from the baseline, interim assessments, benchmark assessments and student portfolio or journal can be used as evidence.

G1.B3 Science/Biology: The barriers met in reaching our goals are the students individual mastery level. We must identify the students that may struggle and set up an individual plan for them to succeed in the content of the subject. 2

 B116152

G1.B3.S1 A successful method to correct this barrier is cross curriculum instruction and data driven instruction. By providing these methods, we are able to accommodate the instruction to the students individual needs. 4

 S127824

Strategy Rationale

The rationale for this method is that each student is given individualized instruction based on their strengths and weaknesses. It has shown to be very effective while meeting all the objectives of the Science content

Action Step 1 5

An action plan which would meet the above mentioned results is a data driven development opportunity. The timeframe would consists throughout the school year. Based on the data, the individual teacher will develop a plan to accommodate the needs of their students and focus on the successes of the students.

Person Responsible

Jennifer DeSousa

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Data chats and individual student plan

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Observation, Classroom walkthrus, data chats based on baseline data, interim assessment data and Biology benchmark data.

Person Responsible

Jennifer DeSousa

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Classroom walkthrus, data chat forms

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, Student individual plan logs and benchmark assessment data.

Person Responsible

Jennifer DeSousa

Schedule

Biweekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Within these meetings the participants will discuss the evidence collected such as, Student individual plan logs, labs and benchmark assessment data.

G1.B4 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. We would also like decrease the amount of students enrolled in the PERT class so that students may begin taking college ready English classes. 2

B116153

G1.B4.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

S132201

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. With the new transition to LAFS, teachers will also be trained how to score the new writing components utilizing the rubric.

Person Responsible

Jennifer DeSousa

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

An observation tool to document the walk-thrus, 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.B4.S1 6

The leadership team utilizes an observation tool to document the walk-thrus, 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 8/25/2014 to 6/3/2015

Evidence of Completion

Walkthru rubric, observations, lesson plans and student portfolios

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The leadership team utilizes an observation tool to document the walk-thrus, 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 8/25/2014 to 6/3/2015

Evidence of Completion

Walkthru rubrics, lesson plans, observations, student portfolios and AP Scores


G2. Our school goal is to identify at risk students in order to provide them with support interventions that will increase their student achievement in all content areas. 1

 G048669

G2.B1 Attendance: The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures. 2

 B124033

G2.B1.S1 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. 4

 S135899

Strategy Rationale

Once the parents and students are informed and educated on our attendance policies and procedures students will not be absent.

Action Step 1 5

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.

Person Responsible

Arley Blanco

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

attendance records and meeting logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monthly Meetings with Students and Parents. A reward system will be established to recognize students for perfect attendance and outstanding citizenship.

Person Responsible

Arley Blanco

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

monthly meeting logs and attendance records

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The Leadership Team will conduct Monthly meetings with the MTSS/ RTI teams to discuss the progress of these students.

Person Responsible

Arley Blanco

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Attendance records and meeting logs

G2.B2 Behavior:The students and parents are not familiarized with the Code of Student Conduct and our school's behavior policies and procedures. 2

B124034

G2.B2.S1 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. 4

S135902

Strategy Rationale

Once the parents and students are informed and educated on our behavior policies and procedures students will not be absent.

Action Step 1 5

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.

Person Responsible

Arley Blanco

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Counseling logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Peer Mediation teams will be developed as means of assisting with conflict resolution and monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Person Responsible

Arley Blanco

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

counseling logs and sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The Leadership Team will conduct Monthly meetings with the MTSS/ RTI teams to discuss the progress of these students.

Person Responsible

Arley Blanco

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

counseling logs and sign in sheets

G2.B3 EWS:The students and parents are not familiarized with the Code of Student Conduct and our school's policies and procedures. 2

 B124035

G2.B3.S1 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. 4

 S135959

Strategy Rationale

We must identify the students areas of need and set up an individual plan for them to succeed in the content of the subject. Addressing students needs will achieve success.

Action Step 1 5

Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored.

Person Responsible

Arley Blanco

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

The IFC will be utilized to monitor student progress.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Participation in these programs will be closely monitored. Observations, Classroom walk-thrus will be done weekly to ensure participation.

Person Responsible

Arley Blanco

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

The IFC will be utilized to monitor student progress. Classroom Walk-thrus rubrics will be utilized to monitor fidelity as well.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The IFC will be utilized to monitor student progress, observations and classroom walk-thrus will monitor effectiveness of implementation.

Person Responsible

Arley Blanco

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

IFC, student's attendance in the tutorial programs, and scores on the assessments will ensure effectiveness.

G3. Our school goal is to prepare students to be college and career ready through STEM and provide additional opportunities to engage students in STEM. 1

G049581

G3.B1 The barriers met in reaching our goals are the students individual mastery level. We must identify the students that may struggle and set up an individual plan for them to succeed in the content of the subject. 2

B124104

G3.B1.S1 A successful method to correct this barrier is cross curriculum instruction and data driven instruction. By providing these methods, we are able to accommodate the instruction to the students individual needs. Hence, at Somerset Academy Silver Palms we are conducting it "A Night at the 'Somerset' Science museum." A display of cross curricular Science themes showcasing how Science can be integrated into Math, Language Arts, Social Studies, and the arts is our goal. This year we have also added a Robotics Class to our Master Schedule. 4

S135965

Strategy Rationale

The rationale for this method is that each student is given individualized instruction based on their strengths and weaknesses. It has shown to be very effective while meeting all the objectives of the Science content.

Action Step 1 5

An action plan which would meet the above mentioned results is a data driven development opportunity. The time frame would consist throughout the school year. Main Focus on the months of October- December preparing for the Science Museum Night.

Person Responsible

Arley Blanco

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Based on the data, the individual teacher will develop a plan to accommodate the needs of their students and focus on the successes of the students.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom Walkthrus, Differentiated Instruction, Labs and Student Individual Instructional Plan

Person Responsible

Arley Blanco

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

lesson plans, assessments, observations, data, student individual instructional plan and lab write ups.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data.

Person Responsible

Arley Blanco

Schedule

Biweekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Science FCAT 2.0, data from assessment and interest in various rigor science courses.

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.B1.S1.A1 | Implementing weekly lab schedule and after school tutoring in the lab to help the students with the math programs that include Writing in Math. | Blanco, Arley | 8/25/2014 | Reports from each math programs that show the improvement of the student, lab schedules and sign in sheets and data. | 6/3/2015 daily |
| G1.B2.S1.A1 | Pacing guides and professional development courses can assist reading teachers in finding ways to include writing non-fiction into every lesson. Teachers can do bell ringers or exit slips that require the students to synthesize the reading text to another subject. This way the reading teacher can be the bridge helping students relate their curriculum. | DeSousa, Jennifer | 8/25/2014 | Professional development follow up assignment, classroom walkthrus | 6/3/2015 daily |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|-------------------|-------------------------------|---|--------------------|
| G1.B3.S1.A1 | An action plan which would meet the above mentioned results is a data driven development opportunity. The timeframe would consist throughout the school year. Based on the data, the individual teacher will develop a plan to accommodate the needs of their students and focus on the successes of the students. | DeSousa, Jennifer | 8/25/2014 | Data chats and individual student plan | 6/3/2015 daily |
| G1.B4.S1.A1 | Teachers will attend multiple professional development opportunities provided by both the district and the school level. With the new transition to LAFS, teachers will also be trained how to score the new writing components utilizing the rubric. | DeSousa, Jennifer | 8/25/2014 | An observation tool to document the walk-thrus, 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. | 6/3/2015 weekly |
| G2.B1.S1.A1 | Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team. | Blanco, Arley | 8/25/2014 | attendance records and meeting logs | 6/3/2015 weekly |
| G2.B2.S1.A1 | 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. | Blanco, Arley | 8/25/2014 | Counseling logs | 6/3/2015 daily |
| G2.B3.S1.A1 | Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored. | Blanco, Arley | 8/25/2014 | The IFC will be utilized to monitor student progress. | 6/3/2015 weekly |
| G3.B1.S1.A1 | An action plan which would meet the above mentioned results is a data driven development opportunity. The time frame would consist throughout the school year. Main Focus on the months of October- December preparing for the Science Museum Night. | Blanco, Arley | 8/25/2014 | Based on the data, the individual teacher will develop a plan to accommodate the needs of their students and focus on the successes of the students. | 6/3/2015 monthly |
| G1.MA1 | 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 August through June. Within these meetings the participants will discuss the evidence collected such as, Student individual plan logs and data from baseline assessments, interim assessment and benchmark assessments. | DeSousa, Jennifer | 8/25/2014 | Data, Data Chat Forms, Student Individual Plan logs, concerns etc. | 6/3/2015 daily |
| G1.B1.S1.MA1 | Data Chats Meetings | Blanco, Arley | 8/25/2014 | Data Chats Meeting with Teachers and then students. The Data Chats will then be used to create a plan to meet the students needs. | 6/3/2015 monthly |
| G1.B1.S1.MA1 | Observation, lab walkthrus, reports from the Math programs. | Blanco, Arley | 8/25/2014 | Walkthru rubrics, observations and reports from the math programs, data from benchmark assessments. | 6/3/2015 daily |
| G1.B2.S1.MA1 | baseline, interim assessments, benchmark assessment can be used to monitor effectiveness. | DeSousa, Jennifer | 8/25/2014 | Data from the baseline, interim assessments, benchmark assessments and student portfolio or journal can be used as evidence. | 6/3/2015 biweekly |

Dade - 7042 - Somerset Academy Charter High School - 2014-15 SIP
Somerset Academy Charter High School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|-------------------|-------------------------------|--|--------------------|
| G1.B2.S1.MA1 | Teachers will include the writing assignments on their lesson plans. Administration can monitor the follow up and by conducting classroom walkthrus.. | DeSousa, Jennifer | 8/25/2014 | Classroom walkthrus rubrics, observations, student journals, writing assignments | 6/3/2015 daily |
| G1.B3.S1.MA1 | In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, Student individual plan logs and benchmark assessment data. | DeSousa, Jennifer | 8/25/2014 | Within these meetings the participants will discuss the evidence collected such as, Student individual plan logs, labs and benchmark assessment data. | 6/3/2015 biweekly |
| G1.B3.S1.MA1 | Observation, Classroom walkthrus, data chats based on baseline data, interim assessment data and Biology benchmark data. | DeSousa, Jennifer | 8/25/2014 | Classroom walkthrus, data chat forms | 6/3/2015 daily |
| G1.B4.S1.MA1 | The leadership team utilizes an observation tool to document the walkthrus, 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 | 8/25/2014 | Walkthru rubrics, lesson plans, observations, student portfolios and AP Scores | 6/3/2015 weekly |
| G1.B4.S1.MA1 | The leadership team utilizes an observation tool to document the walkthrus, 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 | 8/25/2014 | Walkthru rubric, observations, lesson plans and student portfolios | 6/3/2015 weekly |
| G2.MA1 | The data that will be collected is attendance records, behavioral logs, meeting logs, counseling logs referrals, IFC, tutorial attendance and assessment scores. | Blanco, Arley | 8/25/2014 | The evidence that will be collected to show progress towards meeting our goal is attendance records, behavioral logs, meeting logs, counseling logs referrals, IFC, tutorial attendance and assessment scores. | 6/3/2015 weekly |
| G2.B1.S1.MA1 | The Leadership Team will conduct Monthly meetings with the MTSS/ RTI teams to discuss the progress of these students. | Blanco, Arley | 8/25/2014 | Attendance records and meeting logs | 6/3/2015 monthly |
| G2.B1.S1.MA1 | Monthly Meetings with Students and Parents. A reward system will be established to recognize students for perfect attendance and outstanding citizenship. | Blanco, Arley | 8/25/2014 | monthly meeting logs and attendance records | 6/3/2015 monthly |
| G2.B2.S1.MA1 | The Leadership Team will conduct Monthly meetings with the MTSS/ RTI teams to discuss the progress of these students. | Blanco, Arley | 8/25/2014 | counseling logs and sign in sheets | 6/3/2015 monthly |
| G2.B2.S1.MA1 | Peer Mediation teams will be developed as means of assisting with conflict resolution and monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students. | Blanco, Arley | 8/25/2014 | counseling logs and sign in sheets | 6/3/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|---------------|-------------------------------|--|-------------------|
| G2.B3.S1.MA1 | The IFC will be utilized to monitor student progress, observations and classroom walk-thrus will monitor effectiveness of implementation. | Blanco, Arley | 8/25/2014 | IFC, student's attendance in the tutorial programs, and scores on the assessments will ensure effectiveness. | 6/3/2015 weekly |
| G2.B3.S1.MA1 | Participation in these programs will be closely monitored. Observations, Classroom walk-thrus will be done weekly to ensure participation. | Blanco, Arley | 8/25/2014 | The IFC will be utilized to monitor student progress. Classroom Walk-thrus rubrics will be utilized to monitor fidelity as well. | 6/3/2015 weekly |
| G3.MA1 | Interest surveys, Lab writes up, student individual instructional plan, lab write ups, and Science Museum Night will all monitor the progress of our goal to prepare student for college and career readiness through STEM. | Blanco, Arley | 8/25/2014 | Interest surveys, Lab writes up, student individual instructional plan, lab write ups, and Science Museum Night attendance and participation will be our evidence. | 6/3/2015 weekly |
| G3.B1.S1.MA1 | In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data. | Blanco, Arley | 8/25/2014 | Science FCAT 2.0, data from assessment and interest in various rigor science courses. | 6/3/2015 biweekly |
| G3.B1.S1.MA1 | Classroom Walkthrus, Differentiated Instruction, Labs and Student Individual Instructional Plan | Blanco, Arley | 8/25/2014 | lesson plans, assessments, observations, data, student individual instructional plan and lab write ups. | 6/3/2015 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.B1 Algebra & Geometry both are a branch of mathematics that uses many formulas with letters and numbers. • The time the teacher has to complete the Pacing Guides is a very fast pace. • The short time those students have to use the computer lab

G1.B1.S1 Implementing more time in the computer Lab. • Using more writing problems how, why and what did you do you get the answer. • The use of the after school hours to help those students with weaknesses in writing.

PD Opportunity 1

Implementing weekly lab schedule and after school tutoring in the lab to help the students with the math programs that include Writing in Math.

Facilitator

Ms. Arley Blanco

Participants

Math Teachers

Schedule

Daily, from 8/25/2014 to 6/3/2015

G1.B2 Reading: Currently the only barrier to hinder this goal is time constraints. Due to excessive testing, writing has not been prioritized as the most important skill to learn. The writing process requires many steps and cannot be promoted with a small window of time.

G1.B2.S1 At Somerset Academy we have begun to reduce the barrier of time by offering electives that focus only on the writing process. For example, both middle and high school students can elect to have a Journalism or Creative writing class.

PD Opportunity 1

Pacing guides and professional development courses can assist reading teachers in finding ways to include writing non-fiction into every lesson. Teachers can do bell ringers or exit slips that require the students to synthesize the reading text to another subject. This way the reading teacher can be the bridge helping students relate their curriculum.

Facilitator

Ms. Jenn DeSousa

Participants

Teachers

Schedule

Daily, from 8/25/2014 to 6/3/2015

G1.B3 Science/Biology: The barriers met in reaching our goals are the students individual mastery level. We must identify the students that may struggle and set up an individual plan for them to succeed in the content of the subject.

G1.B3.S1 A successful method to correct this barrier is cross curriculum instruction and data driven instruction. By providing these methods, we are able to accommodate the instruction to the students individual needs.

PD Opportunity 1

An action plan which would meet the above mentioned results is a data driven development opportunity. The timeframe would consist throughout the school year. Based on the data, the individual teacher will develop a plan to accommodate the needs of their students and focus on the successes of the students.

Facilitator

Ms. Jennifer DeSousa

Participants

Science Teachers

Schedule

Daily, from 8/25/2014 to 6/3/2015

G1.B4 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. We would also like decrease the amount of students enrolled in the PERT class so that students may begin taking college ready English classes.

G1.B4.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. With the new transition to LAFS, teachers will also be trained how to score the new writing components utilizing the rubric.

Facilitator

Ms. Jennifer DeSousa

Participants

AP Teachers

Schedule

Weekly, from 8/25/2014 to 6/3/2015

G2. Our school goal is to identify at risk students in order to provide them with support interventions that will increase their student achievement in all content areas.

G2.B1 Attendance: The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures.

G2.B1.S1 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.

PD Opportunity 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.

Facilitator

Ms. Arley Blanco

Participants

Teachers and Parents

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|--|---------------|
| Goal 1: Our school goal is to increase/ infuse student achievement by focusing on writing across the content areas. | 21,200 |
| Goal 3: Our school goal is to prepare students to be college and career ready through STEM and provide additional opportunities to engage students in STEM. | 3,500 |
| Grand Total | 24,700 |

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

| Description | Source | Total |
|--------------------------------|--------------|---------------|
| B1.S1.A1 - Carneige | General Fund | 11,500 |
| B2.S1.A1 - Study Island | General Fund | 3,000 |
| B4.S1.A1 - SAT | General Fund | 6,700 |
| Total Goal 1 | | 21,200 |

Goal 3: Our school goal is to prepare students to be college and career ready through STEM and provide additional opportunities to engage students in STEM.

| Description | Source | Total |
|----------------------------|--------------|--------------|
| B1.S1.A1 - Robotics | General Fund | 3,500 |
| Total Goal 3 | | 3,500 |