



## Somerset Academy Charter High School (South Homestead)

305 NE 2ND RD, Homestead, FL 33030

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	Yes	23%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	Yes	85%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	C	-	-

\*Preliminary Informational Baseline School Grade

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

### School Board Approval

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>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
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 South Homestead, a diverse community, is to provide 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. All stakeholders at Somerset Academy South Homestead are encouraged to build relationships through daily activities in the classroom and throughout the school. Teachers are encouraged to constantly communicate with students and parents to not only promote success, but also develop positive relationships. Through a student-driven approach to learning, teachers differentiate instruction to meet individual needs. Parents are encouraged to participate in school wide events and be involved in school wide decision making processes to meet school wide academic goals.

##### 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 positive school engagement. We implement a zero tolerance approach to behavior. Therefore, students understand the school will take appropriate action to keep all students safe and comfortable. 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 South Homestead, we follow the MDCPS Code of Student Conduct for all disciplinary issues. All families are also provided with a parent handbook that outlines the expectations and policies of the school. In addition, each teacher has a disciplinary plan that outlines



their class expectations and procedures. Through progressive discipline teachers implement the Code of Conduct to address student behavior and take corrective action to redirect poor behavior. All parent, student, and teacher communications will be documented in our Parent Communication Log to ensure teachers are informing parents of expectations. Finally, it is our goal to ensure that all students are held to the same high standards, 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 South Homestead offers many service-based, social and academic clubs, including an athletic program, to help meet the needs of our diverse student population. At the beginning of the year these clubs are promoted through our school wide "Club Rush". Club sponsors provide students with information so that students can make an educative decision on which club to join. Our teachers/club sponsors meet on a monthly basis, in order to mentor our students and develop social opportunities. The school also offers guidance counseling, college advisement, and peer mediation to all secondary students. The school also provides a part time counselor to attend to the students Individual Educational Plans (IEP) as stated in their IEP. The administrative team also mentors the lowest 25 percentile in Reading and Math for the entire 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. We will decrease the number of students who failed a math course, an English language course and students who scored 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	6	3	2	2	13
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	7	7	2	4	20
Level 1 on statewide assessment	7	0	0	6	13
	0	0	0	0	
	0	0	0	0	

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

Indicator	Grade Level			Total
	9	10	11	
Students exhibiting two or more indicators	15	9	4	28

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

The intervention strategies incorporated in the school to improve the academic performance of students identified by the early warning system include: after school tutoring, teacher led interventions, frequent meetings with teachers and students to discuss progress, computer based programs to provide differentiated instruction, response to intervention, student progress reports sent home every 2 weeks, and Functional Assessment of Behavior Intervention Plan. We will educate our parents and students of the policies and procedures by conducting workshops and including this information at every event in which parents attend.

Students who exhibit two or more early warning indicators will be referred to the MTSS/RTI team. The MTSS/RTI team will monitor these students and provide students with counseling, as well as

encourage parental involvement in this process. 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/186842>.

#### **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 South Homestead offers many service-based, social and academic clubs, including an 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 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.

In addition, the school is involved in clubs, such as National Honors Society, Key Club and Student Government which will all partner up with the local community to support school and student achievement. The clubs will assist with different organizations to help the needy and less fortunate community members. This will build a strong relationship between the school and community and assist in building a positive culture throughout the school.

## Effective Leadership

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

### School Leadership Team

#### Membership:

Name	Title
Lopez, Alina	Principal
Mesa, Jessica	Assistant Principal
Berry, Lakisha	Teacher, K-12
Oldacre, Greg	Teacher, K-12
Montero, Caridad	Instructional Coach
Delgado, Armando	Administrative Support
Morfa, Caridad	Teacher, K-12
Tomas, Israel	Teacher, K-12

### Duties

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

- Alina Lopez (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.
- Jessica Mesa (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.
- Lakisha Berry (Reading Coach)– monitors and communicates data gathered from district assessments, FAIR, Interim's 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.
- Caridad Montero (Instructional Coach)- Provides information about core instruction, participates in student data collection, delivers instruction/intervention, and collaborates with other staff to implement curriculum and intervention when needed.
- Greg Oldacre (Science Teacher) - Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed. Also, assists with ESE students to provide additional support through collaboration.
- Caridad Morfa (Math Teacher)- Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.
- Elynn Gayol (Language Arts Teacher)- Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.
- Israel Tomas (Social Studies Teacher)- Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.
- Armando Delgado (Administrative Assistant)- Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.

***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 2015-2016 School Improvement Plan. Alina Lopez is responsible for aligning resources to meet the needs of all students and maximize desired student outcomes.

\*Title I, Part A

Somerset Academy South Homestead provides services to ensure secondary students requiring additional remediation are assisted through before school and after school tutoring, and pull out interventions. 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 to assist with the development of our students.

\*Title I, Part D

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

\*Title III

Somerset Academy South Homestead 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 Reading Plus, Inside, Study Island, and through pull out intervention sessions.

\*Title X- Homeless

Somerset Academy South Homestead'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 South Homestead provides FSA before school tutoring where all students participating in the FSA 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 South Homestead 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 South Homestead adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

## **School Advisory Council (SAC)**

### **Membership:**

Name	Stakeholder Group
Alina Lopez	Principal
Jessica Mesa	Teacher
Greg Oldacre	Teacher
Lakisha Berry	Teacher
Maria Gonzalez	Business/Community
Denise Webb	Parent
Donald Mills	Parent
Caridad Morfa	Teacher
Caridad Montero	Teacher
Ana Mercado	Parent
Debbie Zarzabal	Parent
Daliah Sanchez	Parent
Jenny Madriz	Parent
Julianna Aviles	Student
Esmeralda Zarzabal	Student
David Concepcion	Business/Community
	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*

ESSAC is the sole body responsible for final decision making at the school relating to implementation of the State system of school improvement and accountability. ESSAC assisted in the preparation, implementation, and evaluation of the School Improvement Plan (SIP) 2014-2015 on September 26, 2014.

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

### *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 EESAC committee gave the final approval of this School Improvement Plan on September 26, 2014. The EESAC committee will also approve the Mid-Year Review, and the End-of-Year Review

### *Preparation of the school's annual budget and plan*



The EESAC committee decided on September 16, 2015 to spend funds in the following ways:

- Attendance Incentives
- FSA Family Night
- Assessment Incentives
- Tutoring Resources

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

The EESAC decided on September 26, 2014 to use funds towards attendance and assessment incentives as well as family FSA night.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Lopez, Alina	Principal
Mesa, Jessica	Assistant Principal
Delgado, Armando	Administrative Support
Montero, Caridad	Instructional Coach
Tomas, Israel	Teacher, K-12
Gayol, Elynn	Teacher, K-12
Morfa, Caridad	Teacher, K-12
Oldacre, Greg	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. Students will be engaged in a multitude of texts in several different subjects and different types of literature.

Literacy is promoted through a variety of school-wide programs, such as Intensive Reading courses, after school tutoring and Saturday tutoring. In math class, students use math scholastic to read articles of all types and answer reading comprehension questions that pertain to math. In science class, students read lab reports and scientific research to investigate new discoveries. In history, students read current events and create time lines to pertinent events. Even elective classes will have students conduct research on important figures in their area. The school will also implement a monthly school-wide literacy goal where all subject areas will incorporate in their daily lesson plan.

**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 is highly encouraged at Somerset Academy South Homestead. Somerset holds a variety of professional development sessions that provide teachers with the opportunity to collaborate and share best practices, with heavy emphasis on essential education topics, such as data, new Florida Standards and Differentiated Instruction. Furthermore, teachers have bi-weekly meetings to ensure that staff members are communicating between departments and grade levels.

The administrative team conducts daily walk-throughs, weekly informal observations and formal observations twice a year to ensure intervention, differentiated instruction and effective teaching are taking place daily. Peer observations for all new teachers are done monthly by other members of our leadership team. All teachers receive feedback and engage in reflective conversations with the observing administrator or leadership team member.

The leadership team meets on a monthly basis to discuss and disaggregate information provided by the State, District and other stakeholders. In turn, department chairs meet with their team to provide them with any and all information discussed at the leadership team meetings.

In addition, administration and teachers engage in data chats among one another, as well as with students. This allows all stakeholders to be fully aware of strengths and areas for growth for each student in the school. The data chats also provide teachers with the opportunity to reflect on their teaching and lesson delivery and reevaluate their planning. Data-driven instruction is used to target weakest benchmarks and target student needs.

**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 week long, pre-service training prior to the start of the school year. During this week, 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 state's website [teacherteacher.com](http://teacherteacher.com) and the school of choice office website to recruit new teachers. Furthermore, all Somerset Schools recommend high-quality employees if any job opening arises.

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 offer a mentoring program. By providing additional support, teachers feel the family oriented culture between staff and remain content.

**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 our instructional coach, Caridad Montero, who holds a Bachelors Degree in Elementary Education K-6 with an ESOL, Autism and Reading endorsement and a Masters Degree in Exceptional Student Education. Other members within our leadership team, which specialize in a particular subject area, also partner up with new teachers to develop them in the classroom. Our program consists of one on one mentoring to all new teachers on staff or any teacher that needs additional support in behavior management, lesson delivery or differentiated instruction.

Some activities that occur during the mentoring program are classroom visitations, recommendations for improvements, lesson demonstrations, peer observations, or assisting with parent conferences. This provides the teacher with a variety of activities that are sure to increase their confidence and delivery in the classroom, which in turn, will strengthen student achievement.

The principal, Alina Lopez, as well as the leadership team members conduct daily classroom visits where they provide 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.



## 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 South Homestead has adopted all MDCPS district adopted programs to ensure that students are up to date with education and aligned with the Florida Standards. In Reading, Somerset Academy purchased National Geographic's EDGE for intensive Reading to develop all of our students who are not meeting proficiency, as well as our English Language Learners (ELL). Also, to increase informational/expository text the school purchased a new ELA series, StudySync by McGraw Hill. In Mathematics, Somerset uses Pearson Algebra 1, Geometry and Algebra 2 curriculum, which has been aligned to the Mathematics Florida Standards (MAFS). Teachers meet to review the textbook and new State Standards to ensure that the curriculum was aligned. In addition, the school purchased new technology resources that are aligned to the new standards. Programs, such as Study Island and Reading Plus, provide the students with an alternate method of learning, which is interactive and fun to use. 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 and prepare our students for 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 students that are not proficient in the ELA and Math FSA are placed in intensive courses to provide remediation. Also, all students who are proficient in the FSA are placed in Honors classes or AP courses to provide enrichment activities. For all other courses where students are heterogeneously mixed, teachers utilize data from all formative assessments to group students. Teachers will use data from FAIR testing, baseline assessments and online bi-weekly assessments to guide their instruction. All teachers at Somerset Academy South Homestead have gone through a professional development session that taught them how to use data to group students and plan for instruction accordingly. Each time teachers gather new data, student groups will be altered based on their needs. This allows teachers to close learning gaps they may observe in their students.

***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:** 6,480

The school adopted the strategy of increased learning time or extended learning opportunities as a means to move more students toward performing at or above grade level. The school will offer after school tutoring to all students.

### ***Strategy Rationale***

The strategy will be implemented in order to help those identified tier 2 and 3 students to achieve academic proficiency in state mandated assessments.

### ***Strategy Purpose(s)***

- Enrichment
- Teacher collaboration, planning and professional development

### ***Person(s) responsible for monitoring implementation of the strategy***

Lopez, Alina, [alina\\_lopez@dadeschools.net](mailto:alina_lopez@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 interim assessments provided by the district as well as its own in-house data management system. Teachers analyze the data generated by the online resources to help differentiate and drive the instruction on a daily basis. Faculty has been trained to analyze the data and target students appropriately in order to meet the learners needs. We also administer FAIR three times a year, in addition to ongoing formative assessments, in preparation for all summative assessments, such as FSA.

## **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***

- Articulation at feeder schools for incoming students will be conducted by February 2016.
- School-wide "New Student Meet and Greet" lunch to discuss Parent-Student handbook and beginning of the year procedures.
- Principal meets with students in grade level orientations at the beginning of the year to discuss expectations and ways to push students academically.
- Counselor visits social studies classes at the beginning of the year in September to go over graduation and credit requirements for each grade level.
- Counselor visits social studies classes in December to go over the subject selection process and course curriculum each year.
- Counselor holds meetings with students to discuss class options, opportunities after graduation and help students pick the right classes throughout their middle/high school career.
- During Parent Night, teachers review expectations that students must meet to transition into the following school year.

Our administrative team travels to nearby schools to recruit students and promote the high school. Our teachers and administration make sure that high school students are prepared for college and

assist students in the transition. Counselors sit with Seniors to review college applications and essays.

### **College and Career Readiness**

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

During the 2015-2016 school year Somerset Academy South Homestead will implement an SAT and ACT Prep virtual course, as well as a college readiness course to help prepare students for the different types of assessments including, but not limited to PSAT, SAT, ACT, EOC's. The course will also serve as a way to educate students on career awareness, resume building, and college preparation. In addition, Somerset will attend college fairs and hold one as well, in which students will tour the booths of various colleges that attend. There will also be financial aid presentations, college application workshops, and college field trip opportunities.

#### ***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. Furthermore, students will be exposed to courses in the field of television production and the S.T.E.M field, which include courses like robotics. The music, art and theater classes expose students to alternative options if they wish to pursue the arts field after graduation.

#### ***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
- Students participate in the ASVAB, which allows them to explore career options that they are interested in.

#### ***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 South Homestead is preparing its students for post secondary transition by offering the mandated courses to comply with the State's graduation requirements. We also increased enrollment in accelerated courses and encourage our students to take Dual Enrollment, AP or Honors classes to challenge themselves. Having each student speak with a guidance counselor regarding these classes and their post secondary education plans improves academic awareness and allows students to be responsible for their grades and choices. Our AP program has grown from last year drastically. Students are voluntarily signing up for AP courses and we plan to continue adding more class options. We also offer Dual Enrollment courses on and off campus at no cost to our students. This way, they have the opportunity to earn college credits during their high school career. In addition, we also implemented a SAT and ACT prep class to help strengthen students' test

taking skills. Finally, we will be holding various college prep workshops and seminars throughout the year, with both students and parents, to help educate and guide them through the college planning process.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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

### Problem Analysis Summary

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** To increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

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

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G070897

**Targets Supported 1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0
Math Lowest 25% Gains	52.0
Geometry EOC Pass Rate	60.0
Algebra I EOC Pass Rate	60.0
AMO Reading - All Students	61.0
FSA English Language Arts - Achievement	50.0
ELA/Reading Gains	64.0
ELA/Reading Lowest 25% Gains	72.0
Bio I EOC Pass	70.0

**Resources Available to Support the Goal 2**

- Curriculum will have a strong focus on reading by implementing resources such as: -Pearson's Algebra 1, Geometry and Algebra 2 curriculum -Study Island Technology Program Plato Online Course-ware -Explore Learning - Gizmos -Note taking strategies -Graphic organizers - Vocabulary building activities -Khan Academy -Study Sync - Edge by National Geographic - Reading Plus

**Targeted Barriers to Achieving the Goal 3**

- Students not having access to Internet or computers at home make it difficult for them to practice through their online components purchased by the school.

**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 chairs will meet monthly 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 formative assessments.

**Person Responsible**

Alina Lopez

**Schedule**

Monthly, from 9/7/2015 to 6/9/2016

**Evidence of Completion**

Data chat forms, student individual plan logs, which will be tuned into administration

## 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.** To increase student achievement by improving core instruction in all content areas. **1**

 G070897

**G1.B1** Students not having access to Internet or computers at home make it difficult for them to practice through their online components purchased by the school. **2**

 B184822

**G1.B1.S1** Teachers will be properly trained to effectively implement online components, such as Study Sync, Plato Coursework, Study Island and Reading Plus, through professional development. **4**

 S196249

### Strategy Rationale

Offering these trainings will assist teachers to effectively incorporate the curriculum with fidelity.

### Action Step 1 **5**

Teachers will understand how to use the online components with confidence.

#### Person Responsible

Caridad Montero

#### Schedule

Monthly, from 8/24/2015 to 6/9/2016

#### Evidence of Completion

Reports generating data will be collected from each department on a quarterly basis, which shows the improvement of the students. Teacher lesson plans will reflect weekly use of online components.

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

Observation, reports from departments

**Person Responsible**

Jessica Mesa

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

-Classroom walk-through/observations will look for evidence of student use of technology. -  
Reports from online components -Data from benchmark assessments

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

Data Chat Meetings

**Person Responsible**

Alina Lopez

**Schedule**

Quarterly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Data Chat meetings with administration and teachers. Then teachers will have data chats with students. The data chat will be used to create a plan to meet the students' needs.



**G1.B1.S2** Students will be given opportunities to use technology before, throughout and after the school day. **4**

 S196250

### **Strategy Rationale**

Students will have access to a computer with internet to use their online components.

### **Action Step 1** **5**

The student will have access to use their online component using the computer lab and laptops provided in class.

#### **Person Responsible**

Greg Oldacre

#### **Schedule**

Weekly, from 9/7/2015 to 6/9/2016

#### **Evidence of Completion**

Sign-in sheets and student data from the online component.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2** **6**

Sign-in sheets will be collected monthly to show use of the computer labs being used

#### **Person Responsible**

Jessica Mesa

#### **Schedule**

Weekly, from 9/7/2015 to 6/9/2016

#### **Evidence of Completion**

Reports from online components and sign-in sheets for documentation

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Data reports will show student pogress

**Person Responsible**

Jessica Mesa

**Schedule**

Weekly, from 9/7/2015 to 6/9/2016

**Evidence of Completion**

Reports from online components and sign-in sheets for documentation

**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	Teachers will understand how to use the online components with confidence.	Montero, Caridad	8/24/2015	Reports generating data will be collected from each department on a quarterly basis, which shows the improvement of the students. Teacher lesson plans will reflect weekly use of online components.	6/9/2016 monthly
G1.B1.S2.A1	The student will have access to use their online component using the computer lab and laptops provided in class.	Oldacre, Greg	9/7/2015	Sign-in sheets and student data from the online component.	6/9/2016 weekly
G1.MA1	Throughout the year, administration and instructional leaders such as department heads, literacy team, curriculum council and grade level chairs will meet monthly 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 formative assessments.	Lopez, Alina	9/7/2015	Data chat forms, student individual plan logs, which will be tuned into administration	6/9/2016 monthly
G1.B1.S1.MA1	Data Chat Meetings	Lopez, Alina	8/24/2015	Data Chat meetings with administration and teachers. Then teachers will have data chats with students. The data chat will be used to create a plan to meet the students' needs.	6/9/2016 quarterly
G1.B1.S1.MA1	Observation, reports from departments	Mesa, Jessica	8/24/2015	-Classroom walk-through/observations will look for evidence of student use of technology. -Reports from online components -Data from benchmark assesments	6/9/2016 monthly
G1.B1.S2.MA1	Data reports will show student pogress	Mesa, Jessica	9/7/2015	Reports from online components and sign-in sheets for documentation	6/9/2016 weekly
G1.B1.S2.MA1	Sign-in sheets will be collected monthly to show use of the computer labs being used	Mesa, Jessica	9/7/2015	Reports from online components and sign-in sheets for documentation	6/9/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Students not having access to Internet or computers at home make it difficult for them to practice through their online components purchased by the school.

**G1.B1.S1** Teachers will be properly trained to effectively implement online components, such as Study Sync, Plato Coursework, Study Island and Reading Plus, through professional development.

### **PD Opportunity 1**

Teachers will understand how to use the online components with confidence.

#### **Facilitator**

Ms. Caridad Montero

#### **Participants**

Core class teachers

#### **Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>						
<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Teachers will understand how to use the online components with confidence.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	7034 - Somerset Academy Charter High (S Homestead)	Title I Part A		\$500.00
<i>Notes: Notes</i>						
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>The student will have access to use their online component using the computer lab and laptops provided in class.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3374	160-Other Support Personnel	7034 - Somerset Academy Charter High (S Homestead)	General Fund		\$1,500.00
<i>Notes: Notes</i>						
					<b>Total:</b>	<b>\$2,000.00</b>