Colegiate Preparatory Academy

2016-17 Schoolwide Improvement Plan

Colegiate Preparatory Academy

12900 NE 17TH AVENUE, Miami, FL 33181

www.sommersetvirtual.academy.com

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	14%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	94%

School Grades History

Year	2017-18
Grade	

*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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Colegiate Preparatory Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of Somerset Virtual Academy is to provide students with a practical educational option while offering a challenging curriculum that offers a wide spectrum of college preparatory courses in grades 6th through 12th.

b. Provide the school's vision statement.

The Vision of Somerset Virtual Academy is to provide lifelong learning through technology while instilling skills necessary to perform at the college level and beyond.

2. School Environment

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

Somerset Virtual uses a variety of methods to learn about students' cultures and to build relationships between teachers and students. The school hosts an orientation prior to the beginning of the school year so that school personnel meets parents and students and can begin the process of acclimating themselves with their cultures. SVA also hosts an open house to again help in building relationships between teachers and students. Parents and students also have monthly scheduled phone conferences with teachers so parents can also build relationships with the teachers and be notified of their child's progress.

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

The school's rules and expectations are given to parents and students during the registration process and are reiterated during the orientation and open house. While on campus, students are supervised and classroom rules are posted in the computer lab. The school follows the M-DCPS Code of Student Conduct for any misbehaviors.

c. 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.

SVA follows the M-DCPS Code of Student Conduct for disciplinary issues. A progressive discipline policy where the consequences escalate as the misbehaviors increase is used. These consequences range from verbal warning to outdoor suspension depending on the severity of the behavior. Training for school personnel is offered prior to beginning of the school year which include sessions on classroom management strategies.

d. 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.

During Somerset Virtual Academy's monthly meetings with the students, school personnel ensure that the social-emotional needs are met while providing counseling, mentoring and other services as needed. Parents are encouraged to take an active role in their child's education and are also an integral part of the monthly meetings.

3. 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).

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

SVA will monitor and place students on Post Monitoring Programs (PMP) for any student who fail either ELA or Math. In addition,students who fail 2 or more of any course will be monitored by administration and counselors. Attendance and student behaviors will be reported to counselors and parents will be called in for conferences to correct the problem and interventions will be put in place. The Miami Dade Student Code of Conduct will be implemented to help students with behaviors such as referrals or suspensions.

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

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

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

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

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

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

Strategies and interventions are put in place to target all learners in each of the disciplines mentioned prior.

At Somerset Virtual Academy, attendance will be monitored on a weekly basis through our online Student Information System (SIS), Maestro. Parents and students will be contacted. Counselor and administration will identify and refer students who may be developing a pattern of non-attendance to the Truancy Study Team for intervention services. Data reports will be reviewed on a quarterly basis and interventions will be in place as needed. Counselor and administrative team will monitor attendance and student grades and progress to ensure that frequent conferences with parents and students are conducted on a quarterly basis. Interventions will be adjusted as needed. If attendance does not improve, students will be asked to attend weekly laboratory hours held at the school campus until significant improvement on attendance and grades are noted. Students in grade 9 who miss 20 days or more will be identified to the Truancy Study Team for further services.

Students with scores of Level 1 on the statewide, standardized assessments in English Language Arts or Mathematics are placed in courses where teachers use strategies to assess mastery in content. Students who earned a Level 1 in Mathematics, teachers focus on math skills where students has been identified as being deficient in. Students who earned a Level 1 in Reading, are

placed in courses where teachers are using reading strategies. They are all progress monitored to assess mastery.

For credit recovery, students are placed in recovery courses where they are assigned to a teacher and a teaching assistant in order to track progress and ensure mastery of content. Students who have failed a course have the entire year to recover courses from past years. The virtual program has implemented a face to face tutoring program where virtual tutors are available throughout the day to assist students. In addition, School data will be monitored by our leadership team to ensure that students are being targeted for interventions. Data is monitored on a bi-weekly basis and ongoing contact with parents, students and teachers. Counselor and administration will identify students who fail to progress to Grade 10 on time. They will also be monitored by the counselor on a monthly basis.

As a virtual program, we do not have an indoor and outdoor suspension policy.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Our goal for this school year is to increase the percentage of parents participating in school wide activities. Recruitment of new parents that will be active members on our website will increase.

2. 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.

Our school's weekly laboratory hours are held at the campus where student are able to find assistance from a live tutor during the school day. In addition, our students are encouraged to participate in after school activities that the campus offers their students. Our curriculum partnership is through Academica Virtual Education.

C. 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).

1. School Leadership Team

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

Name	Title
Morfa, Caridad	Administrative Support
Sierra, Lina	Administrative Support
Lopez, Alina	Principal

b. Duties

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

Administrator: Mrs. Alina Lopez, Principal, provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of MTSS/RTI model. Both will schedule and facilitate regular RTI meetings, ensure attendance of team members and ensure follow up action steps.
General Education Teachers (Reading and Math): Participate in student data collection monthly; provides information and data bout core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students.
Ms. Caridad Morfa, Exceptional Student Education Teacher (ESE): Participate in student data collection on a bi-weekly basis; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselor and resource psychologist.
Ms. Jessica Arauz, Counselor: On a bi-weekly basis monitors student achievement; set-up parent conferences; develop academic and behavioral contracts; and communicates with all stake-holders.

2. 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 MTSS Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a bi-weekly basis to engage the following activities:
Monitor progress of Level 1 and 2 students through regular classes. Develop and monitor the FSA Saturday tutoring that will be offered to all Level 1, Level 2, ELL and SWD students. Use data from curriculum and assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science. Ensure that the LAFS reading benchmarks and MAFS mathematics benchmarks will be taught across the curriculum by all teachers. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the MTSS Leadership team will determine the professional development and resources needed to optimize instruction and intervention.
Administrator: Mrs. Alina Lopez, Principal provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of MTSS/RTI model. Both will schedule and facilitate regular RTImeetings, ensure attendance of team members and ensure follow up action steps.
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Ms. Caridad Morfa, Exceptional Student Education Teacher (ESE): Participate in student data collection on a bi-weekly basis; provides information and data about core instruction; maintains

communication with general education teacher; and collaborates with teachers, counselor and resource psychologist.

Ms. Jessica Arauz, Counselor: On a bi-weekly basis monitors student achievement; set-up parent conferences; develop academic and behavioral contracts; and communicates with all stake-holders. The MTSS Leadership Team will provide levels of support and interventions to students based on data. It will also monitor the fidelity of instructions delivery and interventions. Monitoring, modify and analyzing student data performance will be the primary source in implementing the School's Improvement Plan throughout the year.

Some additional resources that SVA will provide for students when appropriate, is access to all equipment necessary for participation in the virtual program,including a computer, computer monitor and printer; Internet or access to reimbursement for all Internet services necessary for online delivery of instruction.In addition, if students are in need of a textbook, SVA will be providing those to the students.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Alina Lopez	Principal
Lina Sierra	Business/Community
Teresa Sarduy	Teacher
Bianca Leon	Student
Angel Leon	Parent
Caridad Morfa	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Committee meets once a month with all stakeholders. SACS will continue to monitor and modify the School Improvement Plan by analyzing data and developing strategies to meet the student's needs and school goals. The 2015-2016 school improvement plan was approved on October 13, 2015 and recommendations were made for goals on Parent Involvement and STEM program. School improvement plan was presented and reviewed and with consensus the school improvement plan was approved.

b. Development of this school improvement plan

We will use this plan as a baseline to determine future goals. With the help of the EESAC committee the School Improvement Plan was developed.

c. Preparation of the school's annual budget and plan

The SVA will review the annual school budget and use funds from EESAC to implement incentives to increase performance in reading, writing, mathematics and science. Allocations will also be used to increase the use of technology and software in classrooms.

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

Funds were allocated for technology/communications in the amount of $8,000. Administrative supplies were also allocated in the amount of $2,500.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Lopez, Alina	Principal
Sierra, Lina	Teacher, K-12
Morfa, Caridad	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative for this school year, would be to increase literacy across the curriculum. Increase understanding of instructions and continue to apply best practices. Teachers will implement internal assessments to identify student's strengths and area of growth in order to tailor instruction.

SVC provides digital resources to students that connect with the content in their courses such as ebooks, blogs and opportunities to share on Edmodo. In addition, curriculum designers include specific competencies such as creativity, communication, collaboration, or media literacy as elements of authentic tasks in most courses.

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

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

SVA believes that ongoing professional development is essential for improving instruction and safeguarding the highest levels of student performance. To that end, we offer our teachers and staff members a wide variety of professional development opportunities that range from universal strategies for success across all disciplines to course specific instructional practices and skills. First, we assist new educational professionals to become "highly qualified" in their subject areas. With this in mind, we offer teachers with support, training, and guidance in a comfortable and confidential manner to ensure their success in teaching. Second, they work to maintain that elite status by attending multiple professional development workshops on a yearly basis, which cover essential topics such as: instructional best practices; data lesson development; current educational trends and assessments; Professional Learning Communities (constituted both by content area and courses specific courses taught); effective lesson planning; action research and data-driven instruction; cross-curricular literacy enhancements; Gamification and Motivation; Live Session Instruction; social networking; Universal Design for Learning; Web 2.0 and differentiated techniques they can use to educate students who are English Speakers of Other Languages (ESOL) and Exceptional Student Education (ESE).

The major initiative for the 2016-2017 school year would be to increase literacy across the curriculum. Increase understanding of differentiated instruction and continue to apply best practices such as the Florida Comprehensive Reading Plan (FCRP). Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction. Family engagement was instrumental in promoting literacy during the school year.

Parents nights were created to engage families in literature, book swaps, and cultural awareness. Our literacy goals for the school year are as follows:

To promote reading for pleasure with incentives to achieve and motivate school-wide student body engagement.

Implementation of research based instructional practices that increase teacher effectiveness.

Creation of a cohesive network of teachers that actively share their expertise Increasing the application of internal assessment that individualize instruction to increase student success.

Promotion of writing across the curriculum.

At the conclusion of each school year, we re-assess our goals and reflect on how well we were able to meet each in accordance with our Standardized Test scores.

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

Minimum hiring criteria include: Bachelor's degree or higher in the required field; valid Florida Professional teaching certificate; satisfactory evaluations from previous employer; excellent communication skills, verbal and written; competency and/or experience in 21st Century technology; basic knowledge of word-processing, spreadsheet, and presentation software; competency in navigating Internet browsers; minimum 3 references/letters of recommendation.

An initial PD: 3-day in-service and 15 hour online session, including but not limited to: LMS, SIS, Policies/Procedures, NG-SSS and Common Core alignment, Literacy, Data Driven Decision Making and RtI. Ongoing PD: teachers are required to maintain certification through six semester hours of credited college coursework during each renewal period and participate in approximately one virtual education module per month.

Teachers are also required to participate in a professional learning community group of their choice. Current PLC groups in [lace are Social Networking, Gamification and Motivation, Live Session Instruction, Universal Design for Learning and Web 2.0.

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

SVA has an established Beginning Teacher Mentoring Program required for first or second year teachers as well as teachers that hold a temporary teaching certificate. Mentor teachers are required to have outstanding teacher evaluations, knowledge in using data to drive instruction and differentiation, understand AYP and school grades, exhibit good virtual classroom management and organizational skills and be effective communicators.

Mentors and beginning teachers will usually teach the same content area and grade levels, they meet during pre-planning week and officially once per week in the first few months of school and twice per month during the second half of the school year. The Mentor Teacher will observe the Beginning Teacher one time per month. The observation process is as follows:

Pre-Observation Meeting to discuss lesson plans, pacing guides, student portfolios, student, colleague, and parent communications, grade books and any other questions that the BT may have.

Communication between the mentor and BT should be ongoing. Advice should be offered to assist the BT.

Observation – planned date and time to observe a determined lesson and subject matter content – Mentor will complete observation form which has been shared with BT.

Post Observation – feedback is given to BT by mentor.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

As SVA uses a Florida Approved Virtual Instruction Provider whose curriculum has been vetted by the FLDOE, its curriculum is aligned with the Florida Standards. All teachers will utilize CPALMS to ensure that instruction is aligned to the new FSA Standards.

SVA 's courses are maintained by FLVS and are further aligned using the DOE'sQuickConnect software application to access the Florida State Standards and retrieve the most up-to-date information on the standards, course codes, and course descriptions. Each course offered by SVA identifies SSS and Florida State Standards objectives-- what students are expected to know and be able to do --- and include applicable DOE course codes and descriptions. This assures that all courses are aligned using Florida's specific benchmarks, terminology numbering, and hierarchy. Thus, successful completion of an SVA course reflects mastery of the applicable Florida State Standards for the specific course as well as benchmarks subsequently tested on the FCAT 2.0, any applicable End-of-Course (EOC) assessments and Florida State Assessments.

b. Instructional Strategies

1. 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.

In order to accommodate various learning styles, course content is designed to be highly engaging and provide frequent feedback. Delivery formats provide significant visual representation of concepts in addition to text. Content is adaptable for use with screen magnifier software and closed captions. Learning modules can be adapted to accommodate students' learning styles. The platform allows for the use of text-to-voice, voice-to-text functions and text translation tools.

In addition, courses contain a pacing chart to allow teacher/student flexibility to meet all levels of learners. In some courses students can choose to complete extended assignments for Honors credit, allowing for flexibility in pacing and scheduling. Advanced Placement courses allow for multiple choices in content pacing and material to meet individual student needs. Core courses contain instructional strategies for teachers to use for pacing Honors, Remedial, ELL and Special Education students.

Pre/post module tests, quizzes, essays and diagnostic and discussion-based assessments are used to gauge understanding. Diagnostic assessments in Math and Reading provide baseline data and feedback for students of particular skills and/or level. FAIR assessments are also used as screening and progress tools to differentiate instruction. Real-time reports are provided on all assessments to help teachers modify pacing and delivery of instruction and interventions to ensure student mastery. SVA uses the following assessments found within the FLVS courses to determine students' skill levels, to evaluate performance, develop educational plans, and to develop a permanent school record.

2. 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: Before School Program
Minutes added to school year: 4,080

Students are able to utilize open laboratory time to receive tutoring and support in courses.

Strategy Rationale

Strategies and interventions are put in place to target each learner in each of the disciplines. Through the school's leadership team data is utilized to drive instruction in all areas, create review sessions that are held at all times, and Saturday review sessions. Stake-holders are notified during our EESAC meetings on a quarterly basis.

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Morfa, Caridad, cmorfa@somersetacademysh.com

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

Administrators collect attendance sheets on class meeting days to determine which students have been participating and have shown improvement through assessments in reading, mathematics and science courses.

2. Student Transition and Readiness

a. 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).

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

N/A

b. College and Career Readiness

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

Students are encouraged to attend college tours to a variety of universities and take part in student orientations related to college readiness throughout the school year. Students meet individually with counselors to review and choose course selections annually.

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

Students meet with counselor to identify courses that are pertinent to their future career interest.

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

Administration and counselor work together throughout the year to ensure students are on track to graduating and pursuing a post-secondary education. Students are encouraged to take Honors, Advanced Placement and Dual Enrollment courses to help prepare the student in their post-

secondary plans. Counselor shares information that includes but it is not limited to yearly subject selection, high school graduation requirements, recovery courses, becoming eligible for Bright Futures, applying to post-secondary institutions and financial aid.

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 goal for this school year is 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Our goal for this school year is to increase student achievement by improving core instruction in all content areas. 1a

🔍 G087971

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0

Targeted Barriers to Achieving the Goal 3

- Students are in need of additional writing skills that can be incorporated across all Language Arts courses.

- Students are in need of writing skills that incorporate short and extended responses that explain how students reach the application of mathematical concepts.

- Limited use of writing skills are incorporated within the science curriculum as students only go through the entire writing process (from initial brainstorming to the final draft in English courses).

- Limited use of writing skills are incorporated in social studies courses that can be incorporated while applying informational texts. Students need to correctly cite and reference multiple sources while writing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SVA provides multiple learning paths using flexible instructional strategies to which allow students to demonstrate mastery including different ways students can express learning, and stimulate interest/motivation for learning such as live chats and class discussions, A/V presentations, journals, creative writing or research projects, group projects, reviews/case studies, portfolio pieces, videos/simulations, interactive Gizmos, kitchen labs, graphics, embedded video, glossaries and hyperlinks.

Plan to Monitor Progress Toward G1. 8

SVA Administrator will meet with VIP providers to monitor the effectiveness of student writing applications on assessments.

Person Responsible
Alina Lopez

Schedule
Every 2 Months, from 8/22/2016 to 6/9/2017

Evidence of Completion
Formative Assessment: Student assignments or exams. Summative Assessment: 2017 FSA-Mathematics.

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 goal for this school year is to increase student achievement by improving core instruction in all content areas. 1

🔑 G087971

G1.B1 Students are in need of additional writing skills that can be incorporated across all Language Arts courses. 2

🔑 B233908

G1.B1.S1 School wide professional development covering writing strategies and integration across Language Arts and English classes. 4

🔑 S246726

Strategy Rationale

Through professional Development teachers will teach proper writing strategies or techniques to further explain the writing process.

Action Step 1 5

Students will include writing across the curriculum through student assignments to ensure student progress.

Person Responsible

Alina Lopez

Schedule

Quarterly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative assessment: Student assignments or tests. Class mini-assessments. Sumative Assessment: FSA ELA

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

Monitor student performance and writing assignments across the curriculum.

Person Responsible

Alina Lopez

Schedule

Quarterly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative Assessment: Student writing samples. Summative Assessment: 2017 FSA-ELA.

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

Monitor student writing samples. Teachers will adhere to a uniform writing format as specified by the Florida State Standards.

Person Responsible

Alina Lopez

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative Assessment: Student writing assignments and classroom mini-assessments. Summative Assessment: 2017 FSA ELA.

G1.B2 Students are in need of writing skills that incorporate short and extended responses that explain how students reach the application of mathematical concepts. 2

🔍 B233909

G1.B2.S1 Mathematics courses will implement writing strategies for all students to explain how mathematical problems are solved. 4

🔍 S246727

Strategy Rationale

Students will excel in all mathematics courses and increase writing skills in all disciplines.

Action Step 1 5

Students will apply writing skills on short and extended response questions.

Person Responsible

Alina Lopez

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative Assessment: Student assignments or exams. Summative Assessment: 2017 FSA-Mathematics.

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

Monitor the fidelity of student performance when applying mathematical concepts.

Person Responsible

Alina Lopez

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative Assessment: Student assignments or exams. Summative Assessment: 2017 FSA-Mathematics.

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

Monitor the effectiveness of student writing application in mathematics courses.

Person Responsible

Alina Lopez

Schedule

Every 2 Months, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative Assessment: Student assignments or exams. Summative Assessment: 2017 FSA-Mathematics.

G1.B3 Limited use of writing skills are incorporated within the science curriculum as students only go through the entire writing process (from initial brainstorming to the final draft in English courses). `2`
🔑 B233910

G1.B3.S1 Science courses will implement writing skills to write more in depth lab reports and utilize citing and referencing from sources. Students will need to cite their references for background information and responses gathering evidence from text and using proper citation methods. `4`
🔑 S246728

Strategy Rationale

Students will implement writing applications in all science courses and increase writing skills in all disciplines.

Action Step 1 `5`

Monitor writing skills utilized in lab reports and applied in course assessments.

Person Responsible

Alina Lopez

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative Assessment: Student assignments or tests. Summative Assessment: 2017 Grade 8 Science and Biology 1 EOC results.

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

Monitor the fidelity of student performance through lab reports and writing assignments.

Person Responsible

Alina Lopez

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative Assessment: Student assignments or tests and lab reports Summative Assessment: 2017 Science and Biology 1 EOC results

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

Monitor student's lab reports and writing assignments

Person Responsible

Alina Lopez

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative Assessment: Lab reports, student assignments. Summative Assessment: 2017 Science and Biology 1 EOC Results.

G1.B4 Limited use of writing skills are incorporated in social studies courses that can be incorporated while applying informational texts. Students need to correctly cite and reference multiple sources while writing. 2

🔍 B233911

G1.B4.S1 Student in social studies courses will implement writing skills necessary to apply when citing and referencing from multiple sources. 4

🔍 S246729

Strategy Rationale

Students will use writing skills necessary to apply towards informative text and referencing primary resources.

Action Step 1 5

Monitor writing skills necessary to master informational text and citing and referencing primary sources.

Person Responsible

Alina Lopez

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative Assessment: Student assignments or tests. Summative Assessment: 2017 Civics and US History EOC scores.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor the fidelity of student performance and writing implementation across all social studies courses.

Person Responsible

Alina Lopez

Schedule

Every 2 Months, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative Assessment: Student assignments and tests. Summative Assessment: 2017 Civics and US History EOC scores.

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

Monitor student writing through assessments and extended responses.

Person Responsible

Alina Lopez

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative Assessment: Student assignments and tests. Summative Assessment: 2017 Civics and US History EOC scores.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M333732	SVA Administrator will meet with VIP providers to monitor the effectiveness of student writing...	Lopez, Alina	8/22/2016	Formative Assessment: Student assignments or exams. Summative Assessment: 2017 FSA-Mathematics.	6/9/2017 every-2-months
G1.B1.S1.MA1 M333724	Monitor student writing samples. Teachers will adhere to a uniform writing format as specified by...	Lopez, Alina	8/22/2016	Formative Assessment: Student writing assignments and classroom mini-assessments. Summative Assessment: 2017 FSA ELA.	6/9/2017 monthly
G1.B1.S1.MA1 M333725	Monitor student performance and writing assignments across the curriculum.	Lopez, Alina	8/22/2016	Formative Assessment: Student writing samples. Summative Assessment: 2017 FSA-ELA.	6/9/2017 quarterly
G1.B1.S1.A1 A320477	Students will include writing across the curriculum through student assignments to ensure student...	Lopez, Alina	8/22/2016	Formative assessment: Student assignments or tests. Class mini-assessments. Sumative Assessment: FSA ELA	6/9/2017 quarterly
G1.B2.S1.MA1 M333726	Monitor the effectiveness of student writing application in mathematics courses.	Lopez, Alina	8/22/2016	Formative Assessment: Student assignments or exams. Summative Assessment: 2017 FSA-Mathematics.	6/9/2017 every-2-months
G1.B2.S1.MA1 M333727	Monitor the fidelity of student performance when applying mathematical concepts.	Lopez, Alina	8/22/2016	Formative Assessment: Student assignments or exams. Summative Assessment: 2017 FSA-Mathematics.	6/9/2017 monthly
G1.B2.S1.A1 A320478	Students will apply writing skills on short and extended response questions.	Lopez, Alina	8/22/2016	Formative Assessment: Student assignments or exams. Summative Assessment: 2017 FSA-Mathematics.	6/9/2017 monthly
G1.B3.S1.MA1 M333728	Monitor student's lab reports and writing assignments	Lopez, Alina	8/22/2016	Formative Assessment: Lab reports, student assignments. Summative Assessment: 2017 Science and Biology 1 EOC Results.	6/9/2017 biweekly
G1.B3.S1.MA1 M333729	Monitor the fidelity of student performance through lab reports and writing assignments.	Lopez, Alina	8/22/2016	Formative Assessment: Student assignments or tests and lab reports Summative Assessment: 2017 Science and Biology 1 EOC results	6/9/2017 biweekly
G1.B3.S1.A1 A320479	Monitor writing skills utilized in lab reports and applied in course assessments.	Lopez, Alina	8/22/2016	Formative Assessment: Student assignments or tests. Summative Assessment: 2017 Grade 8 Science and Biology 1 EOC results.	6/9/2017 monthly
G1.B4.S1.MA1 M333730	Monitor student writing through assessments and extended responses.	Lopez, Alina	8/22/2016	Formative Assessment: Student assignments and tests. Summative Assessment: 2017 Civics and US History EOC scores.	6/9/2017 biweekly
G1.B4.S1.MA1 M333731	Monitor the fidelity of student performance and writing implementation across all social studies...	Lopez, Alina	8/22/2016	Formative Assessment: Student assignments and tests. Summative Assessment: 2017 Civics and US History EOC scores.	6/9/2017 every-2-months
G1.B4.S1.A1 A320480	Monitor writing skills necessary to master informational text and citing and referencing primary...	Lopez, Alina	8/22/2016	Formative Assessment: Student assignments or tests. Summative Assessment: 2017 Civics and US History EOC scores.	6/9/2017 monthly

V. Professional Development Opportunities

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

G1. Our goal for this school year is to increase student achievement by improving core instruction in all content areas.

G1.B1 Students are in need of additional writing skills that can be incorporated across all Language Arts courses.

G1.B1.S1 School wide professional development covering writing strategies and integration across Language Arts and English classes.

PD Opportunity 1

Students will include writing across the curriculum through student assignments to ensure student progress.

Facilitator

Alina Lopez

Participants

All teachers across the curriculum

Schedule

Quarterly, from 8/22/2016 to 6/9/2017

VI. Technical Assistance Items

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

G1. Our goal for this school year is to increase student achievement by improving core instruction in all content areas.

G1.B2 Students are in need of writing skills that incorporate short and extended responses that explain how students reach the application of mathematical concepts.

G1.B2.S1 Mathematics courses will implement writing strategies for all students to explain how mathematical problems are solved.

TA Opportunity 1

Students will apply writing skills on short and extended response questions.

Facilitator

Caridad Morfa

Participants

All Teachers

Schedule

Monthly, from 8/22/2016 to 6/9/2017

G1.B3 Limited use of writing skills are incorporated within the science curriculum as students only go through the entire writing process (from initial brainstorming to the final draft in English courses).

G1.B3.S1 Science courses will implement writing skills to write more in depth lab reports and utilize citing and referencing from sources. Students will need to cite their references for background information and responses gathering evidence from text and using proper citation methods.

TA Opportunity 1

Monitor writing skills utilized in lab reports and applied in course assessments.

Facilitator

Caridad Morfa

Participants

Students

Schedule

Monthly, from 8/22/2016 to 6/9/2017

G1.B4 Limited use of writing skills are incorporated in social studies courses that can be incorporated while applying informational texts. Students need to correctly cite and reference multiple sources while writing.

G1.B4.S1 Student in social studies courses will implement writing skills necessary to apply when citing and referencing from multiple sources.

TA Opportunity 1

Monitor writing skills necessary to master informational text and citing and referencing primary sources.

Facilitator

Caridad Morfa

Participants

students

Schedule

Monthly, from 8/22/2016 to 6/9/2017

VII. Budget					

1	G1.B1.S1.A1	**Students will include writing across the curriculum through student assignments to ensure student progress.**			**$115.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6016 - Colegiate Preparatory Academy	School Improvement Funds		$115.00
			Notes: EESAC funds will be made available for Professional Development in writing across curriculum.			
2	G1.B2.S1.A1	**Students will apply writing skills on short and extended response questions.**			**$0.00**
3	G1.B3.S1.A1	**Monitor writing skills utilized in lab reports and applied in course assessments.**			**$0.00**
4	G1.B4.S1.A1	**Monitor writing skills necessary to master informational text and citing and referencing primary sources.**			**$0.00**
				Total:	**$115.00**