

Miami-Dade County Public Schools

Somerset Academy Charter High School (South Campus)



2017-18 Schoolwide Improvement Plan

Somerset Academy Charter High School (South Campus)

23255 SW 115TH AVE, Homestead, FL 33032

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	86%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

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

School Board Approval

N/A

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Somerset Academy Charter High School (South Campus)

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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

2. School Environment

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

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

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

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

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.

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

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.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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

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

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

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

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

Course failure in English Language Arts or Mathematics

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

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

The following action steps will be implemented

- Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team
- The MTSS/RTI will monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
- Peer Mediation teams will be developed as means of assisting with conflict resolution
- Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored. The IFC will be utilized to monitor student progress.
- Students will be enrolled into course recovery classes.

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	0	0	0	0
One or more suspensions	0	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	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	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
	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	0

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

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/429107>.

2. Description

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

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.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
O'Sullivan, Kerri	Principal
Mongeotti, Maria	Assistant Principal
Britto, Nadeuska	Assistant Principal
Redondo, Karina	Assistant Principal

b. Duties

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

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

- Curriculum Support: Laura Ward – monitors and communicates data gathered from district assessments, FAIR, NWEA, and school based assessments. Oversee and coordinate all the intervention programs. Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies.

- Select General Education Teachers: Ms. Natalie Dopico (9-12th grade Intensive Reading Teacher)- Provide information about core instruction, participate in student data collection, deliver instruction/ intervention, and collaborates with other staff to implement curriculum and intervention when needed. Vivian Duarte and Natalie Astigarraga (10th -12th grade Language Arts teacher) - Provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.
- SPED Teachers: Charlene Garcia (SPED)- Participate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations.

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 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 2017-2018 School Improvement Plan.

*Title I, Part A

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

*Title I, Part D

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

*Title III

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

*Title X- Homeless

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

*Supplemental Academic Instruction (SAI)

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

*Violence Prevention Programs

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

Harassment.

*Nutrition Programs

- 1) Somerset Academy Charter High South 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kerri O'Sullivan	Principal
Cristina Carbonell	Teacher
Ady Timmer	Teacher
Karina Palomares	Teacher
Lesile Valdes	Parent
Patty Morales	Parent
Shirley Garcia	Parent
Elizabeth Aguiar	Education Support Employee
Vivian Duarte	Teacher
Laura Ward	Teacher
Katerina Moron	Student
Valerie Londono	Student
Patty Tellechea	Education Support Employee
Natalie Bercande	Education Support Employee
Martha Santana	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

EESAC is the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability. EESAC assisted in the preparation, implementation, and evaluation of the School Improvement Plan (SIP) 2017-2018.

EESAC monitored the 2017-2018 School Improvement Plan issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, and dropout prevention/graduation, along with budget, professional development training opportunities, instructional materials, staffing, student support services.

EESAC Dates for the 2017-2018 school year:

September 27, 2017 @ 2:30

October 18, 2017 @ 3:30

December 5, 2017 @ 2:30
February 7, 2018 @ 2:30
May 9, 2018 @ 2:30

This year's SIP was approved and discussed at the September 27, 2017 meeting.

b. Development of this school improvement plan

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

- Reviewed all applicable student performance data;
 - Determined the students' needs and prioritize them;
 - Recommended strategies to improve areas of need;
 - Assist in the preparation and evaluation of this School Improvement Plan;
 - Approved all ideas and recommendations for strategies for this school improvement plan
- Finally, the SAC will give the final approval of this School Improvement Plan, the Mid-Year Review, and the End-of-Year Review

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

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

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

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

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
O'Sullivan, Kerri	Principal
Gonzalez, Erika	Assistant Principal
Castro, Maura	Teacher, K-12
Triana, Marianne	Teacher, K-12
Paz, Raquel	Teacher, K-12
Axson-Hall, Ellisca	Teacher, K-12
Ivy, Linda	Teacher, ESE
Fernandez, Cristina	Teacher, K-12
Velasquez, Adriana	Teacher, K-12
Aleman, Laura	Teacher, K-12
Santana, Martha	Administrative Support
Redondo, Karina	Assistant Principal

b. Duties

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

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Professional development at Somerset Academy focuses on the effective implementation of strategies for student achievement utilizing data during all Faculty Meetings, Department Meetings, and Grade Level Stallion meetings. The administrative team also conducts Informal/Formal observations and schedule peer observations for all new teachers. All teachers receive feedback and engage in reflective conversations with the observing administrator.

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

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

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

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

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.

Somerset Academy Charter High had adopted all MDCPS district adopted programs and programs such as USA Test Prep and Carnegie. All teachers also use the MDCPS Pacing Guides and resources to plan for instruction. All Department Chairs also attend the Professional Development meetings to stay informed. Lastly, we are utilizing the CPALMS and fsaassessments.org site to align the curriculum to state standards and test item specifications.

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.

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

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: After School Program

Minutes added to school year: 1,440

Somerset Academy Inc. offers an after school tutoring program where students are provided with different types of foundational skills in Reading, Math and Science. In addition, students who need academic assistance will be provided services through the program, including homework help. Students will also be provided with enrichment in Reading, Mathematics, and Science through our Saturdays Tutoring beginning in January and ending the Saturday before the exams are administered.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Redondo, Karina, kredondo@somersetsilverpalms.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

- Counselors visit social studies classes at the beginning of the year in September to go over graduation and credit requirements for each grade level
- Counselors visit social studies classes in January/February to go over the subject selection and course curriculum each year
- Counselors hold meetings with students to discuss class options, opportunities after graduation and help students pick the right classes throughout their middle/high school career
- High School Grade Level Meetings at Night held with parents. In 2016-2017 we held Junior and Senior Night. During the 2017-2018 school year, our goal is to have a parent night for each grade level and a college orientation trip.

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.

During the 2017-2018 school year Somerset Academy Charter High will implement an SAT and ACT Prep course to help prepare students for the different types of assessments including, but not limited to PSAT, SAT, ACT, EOCs. The course will also serve as a way to educate students on career awareness, resume building, and college preparation. In addition, Somerset will hold their annual college fair and also invite colleges to come and visit the school, financial aid presentations, college application workshops, and college field trips.

2. 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 from colleges and the college fair.

3. 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

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.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.** If the rigor in core instruction is increased in all content areas then student achievement will improve.

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. If the rigor in core instruction is increased in all content areas then student achievement will improve.

1a

G096682

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	51.0
AMO Math - All Students	
FSA Mathematics Achievement	50.0
Math Gains	86.0
Math Lowest 25% Gains	86.0
Geometry EOC Pass Rate	82.0
AMO Reading - All Students	
FSA ELA Achievement	50.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	73.0
FCAT 2.0 Science Proficiency	82.0
Bio I EOC Pass	82.0

Targeted Barriers to Achieving the Goal 3

- The students who scored in the lowest 25th percentile are missing foundational skills to adequately prepare them for the FSA/EOC exams.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The Math teachers are focusing on rigorous curriculum with the use of resources such as Carnegie and former district baseline/mid-year assessments . Carnegie will infuse the curriculum being taught within the classroom by asking high order questions to ensure mastery. Teachers will be assessing on a continuous basis in addition to giving quarterly assessments to monitor progress. Math tutoring is available after school with the classroom teachers twice a week. Teachers will utilize vertical planning to provide support on low-performing benchmarks.
- The Advanced Placement classes are focusing on rigorous curriculum with the use of resources such as USA Test Prep which allows student to practice AP style questions. In addition, each teacher has attended an AP Summer Institute which provided previous tests so teachers can infuse those questions in their classes. Intensive AP tutoring begins a month prior to AP testing. Teachers will utilize vertical planning to provide support on low-performing benchmarks.
- ELA Teachers will also focus on building skills in understanding connotative language as it related to vocabulary and providing opportunities for students to respond to the essential question through "Writers Journals." In addition teacher will use USA Test Prep, a computer based program aligned to the State Standards, which will help provide students the opportunity to read and respond to grade-level texts across the curriculum and standards based bi-weekly assessments. ELA will be using the Collections series in regular classes and Springboard curriculum in Honors classes. ELA tutoring takes places weekly after school. Teachers will utilize vertical planning to provide support on low-performing benchmarks.
- Science teachers are utilizing the technology program Gizmos which are interactive science labs, CPALMS which provides performance task assessments, and conducting in class lab experiments. Teachers will utilize vertical planning to provide support on low-performing benchmarks.

- Social Studies teachers are conducting mock trials, using interactive timelines, and teaching students foundational research skills. The US History Teacher adequately prepares the students for the upcoming EOC using released tests to practice. Teachers will utilize vertical planning to provide support on low-performing benchmarks.
- The Lowest 25% students are receiving intervention through intensive reading and intensive math classes. The intensive teachers are supporting the regular classrooms by assessing the weakest standards. We provide after school tutoring bi-weekly. There is also FSA tutoring being provided on Saturdays for 10 weeks prior to the FSA/EOC exams. Teachers will utilize vertical planning to provide support on low-performing benchmarks.

Plan to Monitor Progress Toward G1. 8

Data from baseline, biweekly assessments, benchmark assessments, USA Test Prep and any district assessments

Person Responsible

Karina Redondo

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

lesson plans, reports from supplemental computer programs, data from baseline assessments, data from biweekly assessments, benchmark assessments, USA Test Prep data. Also student's personal data trackers.

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. If the rigor in core instruction is increased in all content areas then student achievement will improve. 1

G096682

G1.B3 The students who scored in the lowest 25th percentile are missing foundational skills to adequately prepare them for the FSA/EOC exams. 2

B260053

G1.B3.S1 Our strategy is to utilize intervention programs to lessen the learning gap and build the foundational skills. This year our students will use personal data trackers to track their growth data by benchmark. 4

S275509

Strategy Rationale

This allows the parents, students, and teachers a clear understanding of how students are performing in each content area/standard. Students will be assessed at the beginning of the year on all benchmarks, this data will then be analyzed and logged in their data folders. Teachers then will use the data folders to group students by strengths and weaknesses. During small groups, students will be provided remediation and continuously reassessed to show growth. As needed, the students will be moved between groups in order to ensure that their learning needs are continuously being met. The data folders will facilitate open communication and understanding by all parties involved in how to best support our students.

Action Step 1 5

As a collaborative effort we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet monthly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers.

Person Responsible

Karina Redondo

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student's personal data trackers and data from various assessments, teacher's classroom data

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

Our plan includes progress monitoring, monthly data chats with teachers and the lowest 25% of students, classroom walk-throughs, monitoring of personal data trackers and instructional support through professional development

Person Responsible

Karina Redondo

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

lesson plans, observations, classroom walk-through rubrics, students personal data trackers, and teacher classroom data

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

In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet 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, lesson plans, assessments data, observations, and personal data trackers.

We will target our lowest 25% through interventions, small groups and differentiated instruction. The use of the assessment data and using data trackers will help us overcome this barrier.

Person Responsible

Karina Redondo

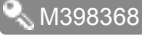
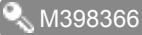
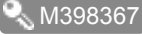
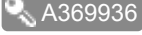
Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

lesson plans, assessments data, observations, teacher classroom data and personal data trackers.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 	Data from baseline, biweekly assessments, benchmark assessments, USA Test Prep and any district...	Redondo, Karina	8/21/2017	lesson plans, reports from supplemental computer programs, data from baseline assessments, data from biweekly assessments, benchmark assessments, USA Test Prep data. Also student's personal data trackers.	6/7/2018 monthly
G1.B3.S1.MA1 	In order to monitor the effectiveness of our action plan both administration and instructional...	Redondo, Karina	8/21/2017	lesson plans, assessments data, observations, teacher classroom data and personal data trackers.	6/7/2018 monthly
G1.B3.S1.MA1 	Our plan includes progress monitoring, monthly data chats with teachers and the lowest 25% of...	Redondo, Karina	8/21/2017	lesson plans, observations, classroom walk-through rubrics, students personal data trackers, and teacher classroom data	6/7/2018 monthly
G1.B3.S1.A1 	As a collaborative effort we have developed an action plan that will monitor the learning gains of...	Redondo, Karina	8/21/2017	Student's personal data trackers and data from various assessments, teacher's classroom data	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If the rigor in core instruction is increased in all content areas then student achievement will improve.

G1.B3 The students who scored in the lowest 25th percentile are missing foundational skills to adequately prepare them for the FSA/EOC exams.

G1.B3.S1 Our strategy is to utilize intervention programs to lessen the learning gap and build the foundational skills. This year our students will use personal data trackers to track their growth data by benchmark.

PD Opportunity 1

As a collaborative effort we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet monthly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers.

Facilitator

Laura Ward

Participants

All Teachers & Interventionist

Schedule

Monthly, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	<p>As a collaborative effort we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet monthly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers.</p>				\$10,373.40
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7038 - Somerset Academy Charter High (South Campus)			\$3,000.00
<i>Notes: Math Textbooks</i>						
			7038 - Somerset Academy Charter High (South Campus)			\$900.00
<i>Notes: USA Test Prep - technology component for assessments</i>						
			7038 - Somerset Academy Charter High (South Campus)			\$1,050.00
<i>Notes: Carnegie Online Component</i>						
			7038 - Somerset Academy Charter High (South Campus)			\$5,423.40
<i>Notes: Collections Textbooks and digital components</i>						
Total:						\$10,373.40