Miami-Dade County Public Schools

Somerset Palms Academy

2018-19 Schoolwide Improvement Plan

Table of Contents

Somerset Palms Academy

12001 SW 72ND ST, Miami, FL 33183

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Somerset Academy Palms is to maximize student achievement and foster the development of responsible, self-directed life-long learners in a safe and enriching learning environment.

Provide the school's vision statement.

Somerset Academy is dedicated to providing equitable, high-quality education for all students.

School Leadership Team

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

Name	Title
Ruiz, Suzette	Principal

Duties

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

Principal: Fosters a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Select General Education Teachers: Asst. Principal, (Kindergarten to Sixth Grade Level Chairperson) provides information about core instruction to corresponding grade level teachers and participates in student data collection for the school. The team members are selected based on
their knowledge and commitment to the core subject areas. In addition, they have attended professional development workshops and shared the fundamental instructional material learned amongst instructional staff members.

Early Warning Systems

Year 2017-18

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	1	2	1	0	0	0	0	0	0	4
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	2	1	0	2	1	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	3	0	5	13	12	0	0	0	0	0	0	33

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	2	0	3	6	8	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	3	0	0	0	0	0	0	0	0	0	3

Date this data was collected

Wednesday 9/19/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - Updated

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

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

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

As a new charter school, based on the 2017-2018 school district average(s), the data component that performed the lowest is Math/Lowest 25th percentile in learning gains (52%). According to the data, listed for 2016-17, the Math/Lowest 25th percentile in learning gains (50%) was the lowest component for the district average(s).

Which data component showed the greatest decline from prior year?

As a new charter school, based on the 2017-2018 school district average(s), the data component that showed the greatest decline from the prior year was Graduation/College and Career Acceleration, (61%) in 2016-2017 declined to (58%) in 2017-2018.

Which data component had the biggest gap when compared to the state average?

As a new charter school, based on the 2017-2018 school district average(s), the data component that showed the biggest gap when compared to the state average was the ELA Lowest 25th percentile (52%-State) and (57%- District).

Which data component showed the most improvement? Is this a trend?

As a new charter school, based on the 2017-2018 school district average(s), the data component that showed the most improvement from 2015 (51%) through 2017 (58%) is Math Achievement.

Describe the actions or changes that led to the improvement in this area.

According to MDCPS best strategies, it may be determined that the actions or changes that led to the improvement in the component of Math Achievement was:
-delivery of high-quality instruction utilizing standards- based curriculum
-district-wide mathematics curriculum leadership
-mathematical competence and confidence in students
-effective strategies for improving STEM literacy
-promote mathematics' rich classroom environments
-build leadership capacity
-promote rigor, relevance, and relationships in mathematics' classrooms

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	62%	60%	0%	56%	55%
ELA Learning Gains	0%	61%	57%	0%	57%	54%
ELA Lowest 25th Percentile	0%	57%	52%	0%	53%	49%
Math Achievement	0%	65%	61%	0%	59%	56%
Math Learning Gains	0%	61%	58%	0%	57%	54%
Math Lowest 25th Percentile	0%	55%	52%	0%	49%	48%
Science Achievement	0%	57%	57%	0%	53%	52%
Social Studies Achievement	0%	79%	77%	0%	71%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	1 ()	2 ()	1 ()	0 ()	0 ()	4 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	2 (0)	1 (0)	0 (0)	2 (0)	1 (0)	0 (0)	0 (0)	6 (0)
Level 1 on statewide assessment	0 ()	(0)	3 (0)	0 (0)	5 (0)	13 (0)	12 (0)	0 (0)	0 (0)	33 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Math Achievement Lowest 25% Percentile
Rationale	As a new charter school, based on district average(s) for the 2017-2018 school year, Math Achievement / Lowest 25% Percentile showed the lowest data/score (55%).
Intended Outcome	Students identified within the lowest 25th percentile in Math Achievement will increase their performance by a minimum of 3% on the Spring 2019, FSA Math formal assessment.
Point Person	Suzette Ruiz (sruiz0520@dadeschools.net)
Action Step	
Description	Teachers will meet quarterly to plan for specific skills which will be covered during instruction that will be incorporated during math instruction. -share best strategies -provide professional development (iReady) -progress monitoring (lowest 25% of students in grades 3-5) / iReady -data chats (quarterly) -MDCPS interims (administer/monitor data)
Person Responsible	Suzette Ruiz (sruiz0520@dadeschools.net)
Plan to Monitor Effectiveness	
Description	School leadership team will monitor progress: review data (interims / FSA Math / iReady / informal and formal classroom assessments). Summative: FSA 2018, Formative, iReady, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats
Person Responsible	Suzette Ruiz (sruiz0520@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Not Applicable.

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

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

Part V: Budget	
Total:	**$2,250.00**